BALTIMORE CITY COMMUNITY COLLEGE

Developmental Education Strategic Plan

2009 – 2013

Submission of the

Joint Chairmen's Report

September 1, 2011

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Baltimore City Community College is an open door institution with an inescapable obligation to provide a quality college education for entering students. The reality is BCCC students enroll in at least one remedial course based on their ACCUPLACER placement test scores; as a result, the percentage of students enrolled in one or more developmental courses approaches 84 percent for fall 2010. For new students enrolled for spring 2011 it approaches the same percentage. The enrollment data for fall 2010 in developmental courses is presented in Table 1, and new entrants' spring 2011 placement data are presented in Table 2.

Table 1

For Fall 2010 All Students Enrolled in Developmental Courses

As of September 29, 2010, how many developmental courses were taken simultaneously?

Altogether, there were 2,564 students unduplicated students taking one or more developmental courses.
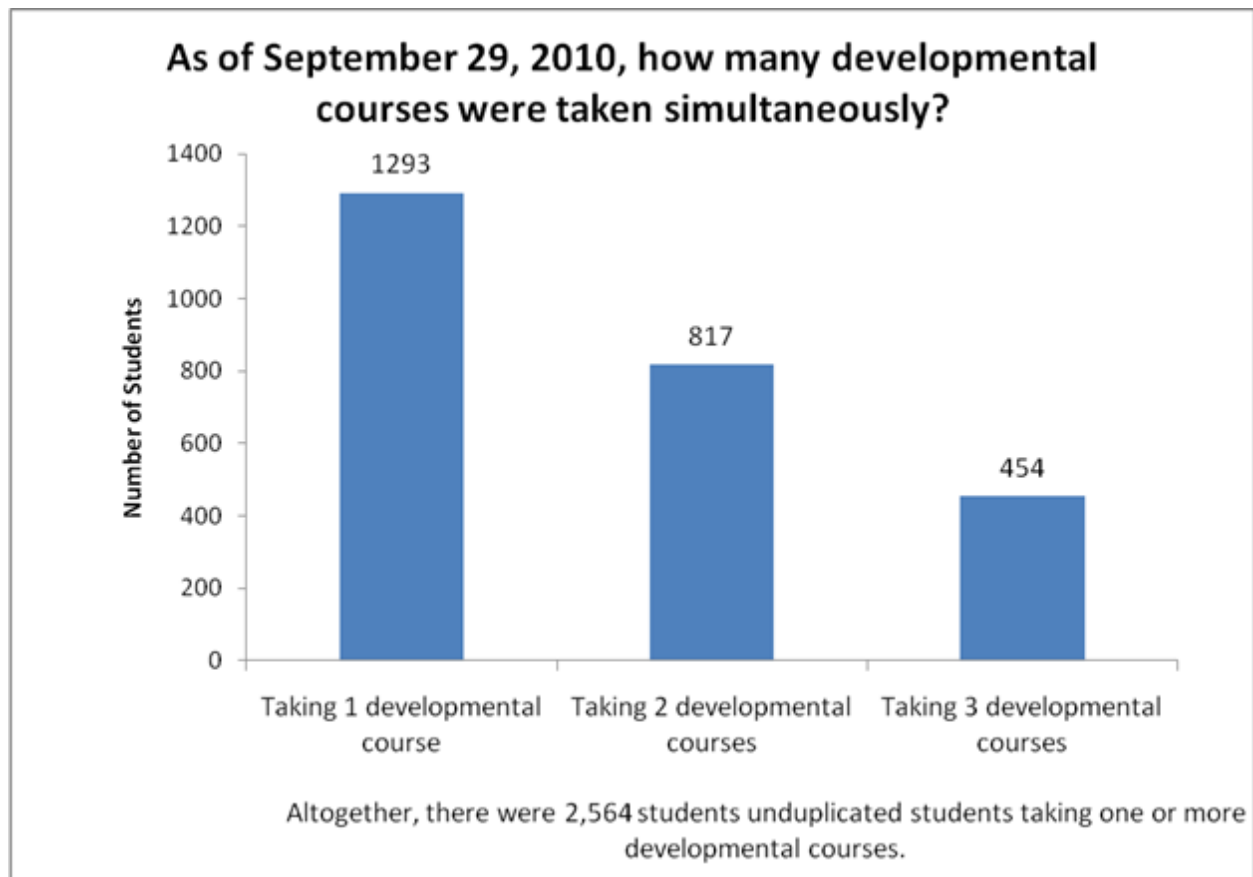
BCCC's Office of Institutional Research

Table 2

Spring 2011 Developmental Courses Placement Data

First-Time Entrants enrolled (less withdrawals)	Full-Time		Part-Time		Total	
	Students	Percent	Students	Percent	Students	Percent
RDG 80	80	17%	78	12%	158	14%
RDG 81	100	21%	71	11%	171	15%
RDG 82/Exempt	179	38%	199	31%	378	34%
No RDG Test	113	24%	298	46%	411	37%
Total	472	100%	646	100%	1118	100%
ENG 80	33	7%	35	5%	68	6%
ENG 81	124	26%	108	17%	232	21%
ENG 82	108	23%	116	18%	224	20%
ENG 101	89	19%	98	15%	187	17%
No Writing Test	118	25%	289	45%	407	36%
Total	472	100%	646	100%	1118	100%
MAT 80	168	36%	195	30%	363	32%
MAT 81	131	28%	102	16%	233	21%
MAT 82	53	11%	58	9%	111	10%
MAT 107+	20	4%	14	2%	34	3%
No Math Test	100	21%	277	43%	377	34%
Total	472	100%	646	100%	1118	100%

Source: BCCC's Office of Institutional Research

Student Characteristics

The academically underprepared BCCC student may be defined as one who fails to meet the established entrance criteria for beginning college-level course or entry-level programs of choice. These students are characterized underprepared as those whose skills, knowledge, and academic ability are significantly below of the "typical" student in the college or curriculum in which they are enrolled. All of the research on the characteristics of low-achieving students found the following: lack of academic potential, inadequate understanding of the work required for college success, failure to make studying the first priority, interference from psychological problems, failure to assume responsibility for learning and success, poor communication skills, and failure to select college where they can be successful.

Academically underprepared students are not the only at-risk students being served by BCCC. Other at-risk students we served include the learning disabled, the visually and hearing impaired, the mobility handicapped, the English as a second language student, the student-athlete, the returning adult student, and the first-generation college student. These and other at-risk students may receive a variety of services at BCCC, for

example, counseling or instruction, designed to reduce the risk and maximize the potential for the successful completion of anything from a single course to a complete program of study leading to a certificate or a degree.

In spite of these characteristics, the general record of developmental students at BCCC is very strong. It should be born in mind that those who participate in developmental courses and services at BCCC are those who are already having trouble in college or those who have already been identified as having weaknesses in basic academic skills. They are consequently, the very students who are least likely to succeed in college.

Internal data of student performance also clearly bespeak our mandate: we must reevaluate and redesign our developmental courses and enhance our student support services to ensure the academic success of our developmental at-risk students. Developmental courses pass rate presented in Table 3.

Table 3

Developmental Courses Grade Report - Fall 2010 and Spring 2011 Combined

Developmental Course	Total Number of Students	ABC Grades	D & F Grades	% of Students who earned A, B, or C
MAT 81	1386	676	710	40%
MAT 80	1156	486	669	42%
MAT 82	1194	586	608	49%
ENG 82	1052	597	455	57%
ENG 81	775	427	348	55%
READING 81	655	385	270	59%
READING 80	430	244	186	57%
ENG 80	247	137	110	55%

Source: BCCC Office of Institutional Research

As an institution, we know we cannot run business as usual or we will set up our students for a continued cycle of failure. Such discouraging outcomes have spurred the College to focus on improving developmental education through researching and then implementing a variety of interventions, including increased student advising, offer more professional development for faculty, and revision of the instruction and curriculum within developmental courses themselves.

As a result of consistent low pass rates in developmental courses semester after semester, Dr. Carolane Williams, President established the Developmental Education Task Force in spring 2009, and charged it with examining current best practices in developmental education and with making recommendations that could be implemented at Baltimore City Community College to improve student success in developmental courses. The Task Force consisted of all full-time developmental faculty members, Coordinator of the Center for Academic Achievement, Director of the Student Success

Center, Director of Testing, and Business and Continuing Education Division staff who coordinates the ABE/GED Program and the English Language Institute. Workgroups were established and addressed the charges outlined below.

REDESIGN CHARGES

1. Reduce the number of semester/billable hours required for developmental English, reading and math.
2. Implement diagnostic testing for developmental students.
3. Implement teaching strategies to address students who test into or below ENGLISH 80, READING 80 AND MATH 80.
4. Align all developmental courses curriculum up and down by curriculum mapping each course.

The Developmental Education Committee established workgroups who identified best practices in developmental education to improve student success in developmental courses. In making these multiple recommendations, the Developmental Education Committee is attuned to the difficulty of separating the effects of one strategy from the effects of another. We see the limited success of developmental education students as being a result of not only one issue; rather, how students face a multitude of challenges, which may or not be interrelated.

Listed below are projects and initiatives that address the charges given above. Key planning actions were taking place during the 2009 – 2010 academic year as an institution-wide commitment from administrators, faculty, and staff.

REDUCED SEMESTER/BILLABLE HOURS

Numbers of semester/billable hours were reduced from 32 semester/billable hours to 16 hours.

New Developmental Course	Semester/Billable Hours
English (Eng.) 91: Introduction to College Reading & Writing	4
English (Eng.) 92: Intermediate College Reading & Writing	4
Developmental Math 91: Elementary Algebra	4
Developmental Math 92: Intermediate Algebra	4
TOTAL	**16**

ACCUPLACER DIAGNOSTIC TESTS

The Accuplacer Diagnostic Tests provide a detailed analysis of a student's strengths and weaknesses to enhance college preparedness and academic performance. Untimed and available in four subjects, this suite of assessments is designed for use at both high schools and postsecondary institutions. ACCUPLACER Diagnostic Tests enable you to:

- Assess student preparedness with detailed information. Diagnostic tests tell you more about students' academic strengths and weaknesses while the students are still in high school, transitioning to or already attending college.
- Apply academic interventions with greater precision. Diagnostic information empowers you to speak to student remediation issues and develop tutoring and mentoring strategies early.
- Better address student remediation. Diagnostic tests are particularly helpful for students preparing to take or retake an ACCUPLACER placement test. The results help students identify which areas to focus on for improvement.

ACCUPLACER Diagnostic Tests are provided in four subject areas:

1) Reading Comprehension
2) Sentence Skills
3) Arithmetic
4) Elementary Algebra

Implementation: Fall 2011

The Promise Academy: Reaching Low-Level Developmental Education Students

One priority of Baltimore City Community College centered on improving the success of low-level developmental education students. During the initial data analysis process, the college identified several barriers that kept these students from being more successful:

- **Progression through developmental course levels.** Low-level developmental education students those enrolled in English 80, Reading 80 and Math 80, had to progress through several levels of developmental education, often in several subject areas (math, reading, and English). This meant that students often spent several semesters, if not years, trying to reach college-level courses.

- **Financial burdens.** Because low-level developmental education students were required to take a number of developmental courses, they often depleted their financial aid before matriculating into college-level courses — a situation that greatly hampered their ability to persist in college.

- **Academic challenges.** Even though they are high school graduates or have finished high school years ago, students who tested into the lowest-level

developmental education classes (English 80, Reading 80 and Math 80) often had limited skills and were in need of some basic instruction in elementary reading, writing, and math. Our current low-level developmental education courses did not offer enough basic skills instruction, and thus students were not receiving instruction in some of their needed academic skills. Given these barriers, Baltimore City sought to build a developmental education program that would better meet the unique challenges that its students faced. The college's primary goal was to build an alternative academic system that would allow students who had low skill levels to progress more quickly through the developmental education curriculum.

Another goal was to help these students, who often fail one or more levels of developmental courses, to preserve their financial aid and academic standing while working on their skills. Additionally, the college wished to provide a more intensive learning program, which also included some basic life skills instruction, in order to meet the deficits that low-level developmental education students often had. In order to meet these goals, Baltimore City Community College decided to build a bridge with their well-established adult basic education (ABE) program and to develop a new "transitions" program called the Promise Academy, which blended aspects of both the adult and the developmental education programs.

Because the Promise Academy will focus on students with low-level skills, the college restricted their target population to those students who had who tested into the lowest level of developmental education in all three academic areas (Reading 80, English 80, and Math 80).

In developing the new Promise Academy transition program, Baltimore City Community College laid several ground rules in order to distinguish this program from both its traditional ABE classes and its developmental education classes. First, the college wanted to be attentive to developmental education students' desire to be college students, and so it chose to offer classes on a traditional college schedule. Classes are held in semester-long units, which will meet intensively for two hours a day, four days a week. However, the two-hour classes are broken up into different modules. The college also chose to hold classes on the main college campus, where the traditional college-level courses are held, rather than on the satellite campus, which offers ABE classes and is often identified with that program. Finally, in order to model the roles and responsibilities needed for success in college, the Promise Academy program will have stricter attendance and behavioral policies than traditional ABE classes do, and mandatory tutoring and academic advising sessions in cooperation with our First Year Experience Program.

Classes in the Promise Academy program also differ from traditional developmental education classes, in several ways. Most important, perhaps, are the students will not pay tuition for the courses, nor do they receive traditional college grades for their work. The transitions courses are supported through College funding, meaning that classes can be offered to students tuition-free.

Foundations for Success Courses:

- Foundations for Success Mathematics Course - 45 instructional hours

- Foundations for Success English/Reading Course – 45 instructional hours

Thus, Baltimore City Community College is able to use scholarship monies to support a limited number of developmental education students (who have high school credentials) if they have lower-level skills. Since the program is supported through Baltimore City Community College's scholarship fund, students can attend class without depleting their financial aid resource.

Summer 2011 Pilot

The summer 2011 Promise Academy pilot introduced the new Foundations for Success Math Course (FFSM), as part of the College's focus on the learning needs and graduation rates of students entering below the first level of developmental education courses in mathematics. The pilot summer Promise Academy included the following components:

- ❖ Foundations for Success Course (Math) – An intensive 40-hour course, (meeting 4 days per week) taught basic math skills content using life-application skills

- ❖ Embedded Tutoring – Promise Academy tutors were assigned to specific classes and attended each Foundations for Success course while offering tutoring assistance before and after each class meeting

- ❖ Intrusive Advising – Participants in the Academy were assigned academic advisors who helped to develop individual Education Plans

- ❖ Scholarship Award – Students were awarded a one-time Promise Scholarship which will cover the cost of tuition, fees and course materials for the Foundations for Success courses

- ❖ Faculty Institute – Faculty and tutors who will serve students in the Academy will participate in a 20-hour Institute designed introduce best practices and student development theories

Foundations for Success Course (Math) — Faculty Institute — Embedded Tutoring — Financial Support (Promise Scholarship) — Intrusive Advising
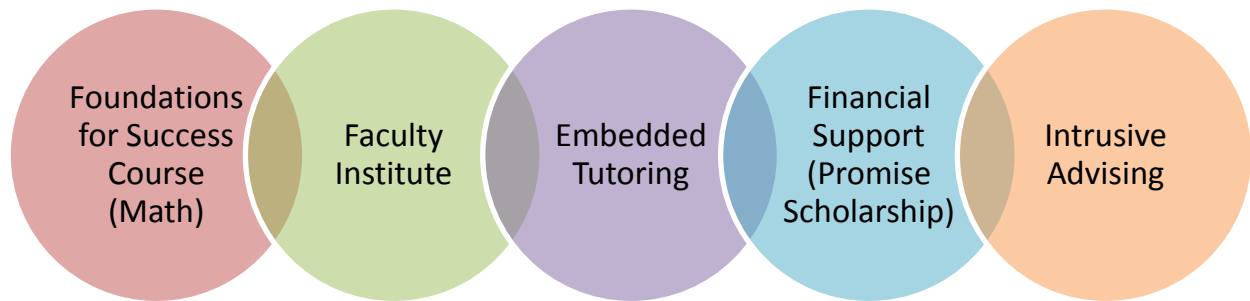
Summer 2011 Participants

A total of 31 students completed the summer program. Students ranged in age from 15 years to 57 years old, with an average participant age of 31 years old. There were 20 (65%) female participants and 11 (35%) male participants. Among the participants were 19 (61%) new or first-year students, 6 (19%) transfer students, 4 (13%) returning students and 2 (6%) early enrollment/high school students. Participants in the 2011 summer pilot program were students who placed into the Math 80 course (first level of the developmental math sequence) based on their ACCUPLACER score. In order to be eligible for participation, students must have scored below 55 in arithmetic and 35 in elementary algebra on the assessment. Students self-selected to apply to the program through the Promise Academy application process. Acceptance to the program was based on a completed application, on a first-come, first-serve basis. There were a total of 45 applications submitted, all applications were accepted for participation; however 31 (69%) of accepted students fulfilled program requirements (as outlined in the application) and completed the program.

Target Goals and Outcomes:

Goal #1:   80% of students will be retained in the summer pilot courses
Outcome#1: 86% of students (31 out of 36) were retained in the summer pilot courses

Goal #2:   60% of students will test ready for the next developmental education course (ex. MAT 81 or 91)
Outcome #2: 97% of students tested ready for the next developmental education course

Goal #3:   75% of students will register for classes in Fall 2011 (part-time or full-time)
Outcome #4: 100% of students registered for classes in Fall 2011

DEVELOPMENTAL ENGLISH AND DEVELOPMENTAL READING COURSES REDESIGN

The English, Humanities, Visual and Performing Arts Department (EHVPA) have restructured the curriculum based upon reading-writing "bridge" theory as well as mastery units and exams. A sophisticated network of academic and social support services undergird the curriculum. The redesigned curriculum offers the college an opportunity to engage in a 2+2 arrangement with area college and university teacher education programs through placement of teaching interns in the developmental reading-writing classroom. Most noteworthy, though, is that (1) the revised curriculum consists of only two course levels, (2) there is only one course per level, and (3) each course consists of only four credits. Hence, the revised curriculum is a full ten credit hours "leaner" than its predecessor, thereby saving tuition while providing direct, intensive instruction in reading and writing. The redesigned developmental English and developmental reading courses are merged into the following courses:

- English (Eng.) 91: Introduction to College Reading & Writing (4 semester/billable hours)

- English (Eng.) 92: Intermediate College Reading & Writing (4 semester/billable hours)

The Department will also employ an expanded ACCUPLACER writing test (consisting of both an objective and writing section) to ascertain student preparedness for and placement in Eng. 91 and 92. The department will maintain the entering ACCUPLACER score (50) for Eng. 91 as the program "cut" score. Students falling below that level will be offered the opportunity to participate in skill-specific review sessions, which parallel the current developmental English and developmental reading sentence-level curriculum before re-taking the ACCUPLACER. Similar review session will be offered to those wishing to review skills and/or to attempt testing-out of the next course in sequence. The ACCUPLACER will serve as an end-of-term assessment in Eng. 91 and 92, thereby providing a more level playing field for the EHVPA Department's outcomes assessment initiative.

Implementation: Spring 2012

DEVELOPMENTAL MATH CURRICULUM CHANGES

A modularized curriculum was identified as a key strategy in order to offer shorter, more tailored math sequences that would address the student needs as well as enable students to save time and money by only enrolling in modules that address their deficiencies. The redesigned developmental math courses are:

- Developmental Math 91: Elementary Algebra (4 semester/billable hours)

- Developmental Math 92: Intermediate Algebra (4 semester/billable hours)

Students meet with the faculty member assigned to a module where instruction is targeted to a specific skill. Each modular session would run for 3 weeks on select days at certain times Monday through Friday in a classroom. Lab time would be built into the class schedule and would follow directly after class instruction. An embedded tutor would work with the students in class and in the math lab. At the end of each three week modular session, students will need to pass a proctored paper-pencil post-test before moving on to the next module.

Students will be allowed to complete online work from anywhere they have access to a computer with Internet; however, they will be required to complete 2 contact hours per week in the Math Learning Center (MLC). Students will also attend weekly Check-Up Sessions outside of the computer lab where face-to-face instruction will take place for those students who need additional review. Certain exemptions may apply for students who are working successfully at a steady pace. Students doing poorly in modules may be required to do more hours of Check-Up Sessions per week. A select group of faculty will rotate shifts in the MLC and be required to prepare and deliver Check-Up Sessions each week at designated times convenient for the students enrolled in the modular program. Check-Up Sessions will include concepts review, reading and study skills, test taking strategies, coping with math anxiety, time management and organization.

Implementation: Fall 2011

FIRST YEAR EXPERIENCE AND COLLEGE HONORS PROGRAM

The Division of Student Affairs has established the Office of First Year Experience and College Honors (FYECH) will support and enhance the transition and educational experiences of first year students by coordinating with other departments to front-load resources and services for students. Intrusive advising techniques are used to monitor student progress. In addition, socials and other activities are used to connect the students to the college through engagement with faculty and other students outside the classroom. As an institution, we want to remove the barriers to access and engagement that first year students' encounter. The most critical barrier to first year students is the successful completion of developmental courses. The program will serve students who have tested into developmental English 81 and English 82, Reading 81, Math 81 and Math 82.

Monitoring those barriers for students and assisting students in their academic preparation for ultimate graduation from Baltimore City Community College is a key focus of FYE. The Office of First Year Experience and College Honors works with the campus community to ensure that first year students can be fully engaged in the academic and social environment of Baltimore City Community College.

In addition, FYE is a collaborative partner with the Promise Academy and will be participating in the student orientations, faculty institute, and in coordinating group advising for Promise Academy students. A vast amount of research within the National

Resource Center for Students in Transition, along with colleges and universities across the world, has been conducted about the first year of college. Within this research, college student success is predicated on what occurs during a students' first year in college. As such, the FYE's outcomes are focused on increasing fall to fall retention of first year students, increasing overall graduation rates, and overall GPA of first year students.

Implementation: FYECH began in spring 2011

CONCLUSION

The analysis of student outcome data and the development of strategic priority areas for reforming our developmental education program, we are focused on improving developmental students' success and increasing student engagement. Although BCCC has for years had a developmental program and courses in place, these programs and the personnel within them may be handicapped by the stigmatization that we are working with the weakest students and that the College's resources are being used to reteach basic concepts.

Within our broad goals, BCCC choose a number of different approaches. For instance, we hope to improve students' success by revising the instruction and curriculum in developmental education classrooms. We are implementing strategies that are organized by skill-level subgroups of developmental education students, including (1) strategies for improving instruction with low-level learners, the Promise Academy, (2) strategies for improving instruction with high-level learners, through our modular math sequences, and (3) strategies that can be used to reach learners at multiple skill-levels, also through our modular math sequences.

Finally, the research shows that the majority of our developmental students who pass their developmental courses do advance and succeed in regular college credit courses. Not only do the majority of the weakest students who participate in developmental course pass, they also go on to pass their first college-level course in the same subject. Furthermore, a substantial number of these students do attain college degrees following developmental intervention.

DEVELOPMENTAL EDUCATION STRATEGIC PLAN 2009 - 2013

INTRODUCTION

The development of our Strategic Plan began in spring 2009, upon review of the 2008 data, the reality is BCCC students enroll in at least one remedial course based on their ACCUPLACER placement test scores each semester; as a result, the percentage of students enrolled in one or more developmental courses approached 84 percent for fall 2008. (Appendix A. 1 and A. 2, provides ACCUPLACER placement test scores and course descriptions, and A. 3 provides English as a Second Language and Adult Education program descriptions.) Internal data of student performance also clearly

bespeak our mandate: we must provide the necessary tools to ensure the academic success of our developmental students. (Appendix B provides completion rate data for developmental students.)

The ACCUPLACER placement test at Baltimore City Community College acts as the "gatekeeper" to credit level classes and certificate and associate's degree and transfer to four year institutions. In addition, graduation rates for students who begin BCCC in need of developmental education are particularly low. As an institution, we cannot run business as usual or we will set up our students for a continued cycle of failure. Such discouraging outcomes have spurred the College to focus on improving developmental education through researching and then implementing a variety of interventions, including increased student advising, more professional development for faculty, and revision of the instruction and curriculum within developmental courses themselves.

In recent years, a number of colleges have undertaken strategic interventions to improve developmental students' success as a part of the Achieving the Dream: Community Colleges Count, a multi-year, national initiative launched in 2003 by the Lumina Foundation for Education. Achieving the Dream seeks to help more community college students succeed by reshaping the culture and practices inside community colleges.

This strategic plan report is the task force's examination of the developmental education program intervention strategies of some of the eighty-eight colleges currently involved in Achieving the Dream. Some of the colleges examined are Broward College, Community College of Baltimore County, Danville Area Community College, Coastal Bend College, Cuyahoga Community College, El Paso Community College, Guilford Technical Community College, North Central State College Hillsborough Community College, Southwest Texas Junior College, Valencia Community College. We also examined intervention strategies at the Anne Arundel Community, Community College of Philadelphia, Delaware County Community College, Coppin State University and Morgan State University.

In addition to examining the Achieving the Dreams colleges task force members also reviewed the books *What Works: Research-Based Best Practices in Developmental Education* by Hunter Boylan and *Yes We Can!* by Robert H. McCabe.

The task force has undertaken this strategic plan research project with the understanding that as BCCC undertakes this process, we want to improve our overall student success rates as measured by four key indicators: (1) completion of developmental education courses; (2) completion of introductory-level, or "gatekeeper," college courses; (3) completion of courses with a C or higher; (4) persistence from semester to semester and year to year.

<u>Key Findings</u>

Our findings were drawn largely from reviewing best practices at selected Achieving the Dream colleges and site visits at additional two- and four-year institutions in Maryland and other states. Although the colleges visited have different missions and serve disparate student bodies, we identified several commonalities in how developmental education is offered, reactions to the new policies relating to developmental education, as well as unique campus approaches to developmental education best practices.

- ❖ Each of these colleges took a unique approach to reforming developmental education instruction. Their reforms sought to meet the varied needs of their student populations, including techniques to increase the success of developmental education students who have low skill levels, techniques to reach developmental education students with higher skill levels, and techniques suitable for learners with a variety of abilities.
- ❖ The particular instructional reforms that the colleges instituted tried to accelerate students' progression through developmental education and increase student engagement.
- ❖ Most of the instructional reforms that these colleges implemented were still in the pilot stages, but each of them showed promising trends in increasing students' achievements, as evidenced by evaluations undertaken by the colleges.
- ❖ The colleges emphasized that Achieving the Dream had given them a more structured framework for tackling the challenges facing their institutions. The colleges found that they had a greater focus on student success than they had before joining the initiative.

One common theme in the literature and the colleges is that no single set of practices will be effective with every student. There is a broad consensus in the literature and from Achieving the Dream colleges and the other colleges that a holistic approach to developmental education is best. Instead of focusing on a narrow set of interventions, BCCC should employ a range of instructional strategies and support services, and ensure that all relevant instructional services and student supports are well integrated with one another. The strategies and services that are developed will take into account the educational backgrounds of poorly prepared students, their expectations for higher education, and the demands of their lives outside school. Of course, the selection of specific approaches must be determined in conjunction with an analysis of BCCC's capacity to support them, which depends on such considerations as the strength of existing academic programming, student services, and priorities of college leadership, organizational climate, and available funding.

Additionally, the research and the recommendations of the Developmental Education Task Force will encourage the College to:

1. Commit to improve student success
2. Identify and prioritize problems
3. Engage faculty and staff in developing strategies for addressing priority problems
4. Implement, evaluate, and improve strategies
5. Institutionalize effective policies and practices

The task force hopes that the best practices described in this document guide and encourage our College faculty and staff to reflect on how we currently approach developmental education and then implement incrementally those strategies that will strengthen program outcomes. In summary, the convergence of all these institutional efforts will lead to thoughtful reflection, discussion, and recommendations of short- and long-term solutions by many in the institution. The ensuing recommendations reflect the work of the 2009 – 2010 Developmental Education Task Force and many faculty and staff who work with under-prepared students. These recommendations are not exhaustive or final because more college and departmental work is needed to implement these recommendations. The task force understands that our plans will need updating as we learn from their implementation.

Task Force Charge

Dr. Carolane Williams, President convened the Developmental Education Task Force in spring 2009 and charged it with examining current best practices in developmental education and with making recommendations that could be implemented at Baltimore City Community College to improve student success in developmental courses.

Task Force Process

To begin this analysis, the task force reviewed the books *What Works: Research-Based Best Practices in Developmental Education* by Hunter Boylan and *Yes We Can!* by Robert H. McCabe.

What Works identifies practically everything we know from research on how to design, implement, and evaluate developmental education and learning assistance programs. It addresses such issues as:

- ✓ What are the most effective organizational arrangements for developmental education,
- ✓ What classroom techniques result in the most learning for developmental students,
- ✓ How should developmental programs be evaluated, and

✓ What support services work best for developmental students?

Each best practice included in the book is described along with the research findings supporting its use. In addition, the guide book provides advice and suggests resources for implementing best practices.

Yes We Can! This book argues that most academically deficient students do not lack talent, but do lack preparation. Nearly half of students entering community colleges are underprepared, and fewer than half gain the competency needed to succeed in college-level courses. Community colleges have the capability to develop these talents for the benefit of the students and the country. This guide is a primer on services for underprepared students. The chapters are: (1) "Rising to Commitment"; (2) "Institutional and Policy Issues"; (3)"Assessment and Placement"; (4) "The Developing Human Being: Nonacademic Considerations"; (5) "Connections and Directions"; (6) "Learning and Curricula"; (7) "Technology"; (8) "Human Resources"; (9) "English as a Second Language"; (10) "Why Best Practice is Important"; and (11) "Effective Programs and Practices." Chapter 11 identifies programs in seven different community colleges, practices in 14 colleges, and ESL programs in four colleges.

Achieving the Dream Colleges

Task force members examined colleges currently involved in Achieving the Dream. Using the Achieving the Dream model as a framework, each of these colleges chose to focus on improving developmental education as one of its priority areas, and each developed interventions to reach developmental learners who have a variety of skill levels and experiences.

The colleges participating in Achieving the Dream commit to collecting and analyzing data to improve student outcomes — a process known as "building a culture of evidence." Specifically, colleges mine transcripts and gather other information to understand how students are faring over time and which groups need the most assistance. From this work, they implement strategies to improve students' academic outcomes. Achieving the Dream colleges are expected to evaluate their strategies, expand effective ones, and use data to guide budgeting and other institutional decisions. (Appendix C. 1 and C. 2 provides partial list of Achieving the Dream colleges and interventions used.)

Colleges Visited

During fall 2009 and spring 2010, a team of task force members undertook site visits to some colleges to learn more about the developmental education program and design of the colleges' instructional reforms, the challenges and successes of their implementation. They also conducted focus groups and interviews with the faculty and

administrators who were responsible for designing and implementing these interventions, as well as with students who were participating in these interventions. (Appendix D provides a set of guide questions used by task force members when visiting colleges).

Colleges visited:

- Anne Arundel Community College
- Bunker Hill Community College
- Community College of Baltimore County (Catonsville and Dundalk)
- Community College of Philadelphia
- Delaware County Community College
- Prince George's Community College
- Coppin State University
- Morgan State University

Student Focus Groups

Task force members conducted student focus groups that were asked questions prepared by task force members and Jerry Reichenberg, Director, Office of Institutional Research in order to gather their perceptions about courses, programs, and faculty and support services. (Appendix E. 1, E. 2, E. 3 and E. 4 provides Student Focus Groups Reports)

Using Theory and Research in Developmental Education Certificate Course

Task force members Stan D. Brown and developmental reading faculty Naesea Price, and Dr. Genevieve Dibua completed the online certificate course Using Theory and Research in Developmental Education – National-Louis University (Chicago).

The course introduced the TRPP (Theory, Research, Principles, and Practice) framework and current research developmental teaching and learning theories. Four areas were focused on to guide our learning: Self and Identity, Motivation, Ways of Knowing, and Self-Regulation.

BEST PRACTICES IN DEVELOPMENTAL EDUCATION RECOMMENDATIONS

RECOMMENDATION 1: Coordinated Organizational Structure – Research in the field consistently indicates that the most successful developmental programs are highly coordinated (Boylan, 2000; McCabe, 2000; Roueche & Roueche, 1999). One of the problems at BCCC is that, although the vast majority of the college's entering students participate in developmental education, there is no single individual responsible for coordinating developmental education on a full-time basis. It is recommended,

therefore, that an administrator be appointed to serve as the overall head of all adult and developmental education efforts at BCCC. (Boylan 2005 Report).

Either a centralized or a decentralized structure for developmental education can be effective as long as each institution has developmental program coordinators who encourage faculty teaching developmental courses to meet regularly to discuss the issues that are relevant to developmental education. Developmental coordinators should also meet regularly with other coordinators in the Maryland community college system to discuss course articulation and compliance drift. Additionally, each developmental program, whether centralized or decentralized, should have a guiding mission statement and established goals.

(Note: The literature recommends centralized or decentralized developmental education programs. Based on BCCC's situation, the Task Force recommends a coordinated program as outlined below with a faculty member as Developmental Education Program Coordinator on release time and/or salaried.) (See Appendix F SAMPLE Developmental Education Program Coordinator Job Description)

The program coordinators for developmental English, developmental reading, developmental math and Business and Continuing Education Division's (BCED) Adult Basic Education, GED and ELI/ESL coordinators will work with an overall developmental education program coordinator on a regular basis.

The College should establish a permanent Developmental Education Committee. The committee will plan, develop and coordinate developmental education courses, programs and services at all BCCC sites. This group will plan, develop and coordinate developmental education courses, programs and services at all BCCC sites. It will develop and implement a comprehensive developmental education program mission; develop short and long-range program goals and objectives utilizing the institution's assessment, research and other available resources; work collaboratively to establish and maintain linkages among vital services for developmental students, including but not limited to academic support, tutorial services, disability services, student development, freshman orientation and adult education; serve as an institutional resource to enhance understanding of developmental educational theory and practice, and student learning styles and needs; establish a collegial environment in which faculty, staff and developmental program coordinators are consulted concerning developmental education policy and related activities; work closely with developmental discipline programs coordinators their faculty and BCED to align developmental curricula and learning outcomes; orient and mentor part-time faculty who teach developmental courses in collaboration with the appropriate developmental discipline program coordinator and their departmental chair(s); pursue opportunities to create effective, meaningful learning environments (ex., hybrid courses, paired courses, linked

courses, learning communities); seek opportunities to create new courses and alternate approaches that enhance learning. Provide information and guidance on effective pedagogical approaches and other instructional strategies to full and part-time faculty; take an active role in institutional retention efforts; and manage planning, implementation and assessment of developmental program.

RECOMMENDATION 2: Required Orientation - Require students testing into developmental courses to complete an orientation that is scheduled before the start of classes. This orientation should include an introduction to developmental education, an introduction of developmental education faculty, counselors and student leaders (tutors, mentors, peer leaders), and a tour of the available learning support resources on campus. Continue to ensure all developmental students are enrolling in the PRE 100: Preparation for Academic Achievement course. Course topics include assisting students in identifying their career and educational goals, personal strengths, college resources and service. In addition, continue topics that focus on helping students to develop effective time management, decision making, and study skills strategies.

RECOMMENDATION 3: Learning Communities – Following extensive research, using data from the Cooperative Institutional Research Program, Astin (1993) found that membership in one or more college communities is a critical factor in student development as well as retention. A consequence of this is that aggressive efforts to involve students in communities should contribute to increased retention. Tinto (1997) found that the use of learning communities for instruction contributed to improved student grades and enhanced retention. Tinto also found that students learn more from courses that are integrated into a community than they do from isolated courses (Tinto, 1998). Studies of learning communities at selected community colleges indicated that their use improved students' attitudes toward learning (Tinto, 1998). Research at Sandhills Community College (McCabe & Day, 1998) demonstrated that the use of learning communities resulted in a dramatic increase in students' persistence in developmental English and reading courses. (Boylan 69)

Examples: Pair developmental reading, writing, and/or math courses with college-level courses. These courses encourage students to apply the skills being taught in a developmental course to the college level course. Research suggests that skills taught in isolation are less likely to be applied productively to further coursework. Pair Adult Basic Education and ESL courses with occupational skills courses and provide contextualized instruction and co-teaching of ABE/ESL and technical content faculty. (Appendix G presents the learning communities strategies used at Bunker Hill Community College).

RECOMMENDATION 4: Modular Courses – Offer modular courses for all levels of developmental English, math and reading. A modular course is defined as a part of the main course that can stand-alone. The topics are related and when combined with all other parts, become the entire course. Modular courses may not exist without the main course. Some modules may be self-paced. Classes may be offered as faculty lectures, on Web, using CDs, on campus, off campus, or a combination of all of the above with an exam and/or diagnostics test offered at the end of each module. Modules may or may not run a full semester.

Modular design offers the following benefits:

- **Expedited course creation:** Focusing on the components that go into a single module at a time simplifies the process, enabling instructors to more thoughtfully design each learning component. After an instructor has created that first module, he or she has established a framework for creating subsequent modules. Faculty can decided how students are going to interact with the material and what they're going to turn in and how they plan to do pre-assessment and post-assessment. In addition, by working on one module at a time, instructors can more easily see how each activity relates to the course syllabus and desired learning outcomes.
- **Simplified course updates:** Modular design enables instructors to target specific parts of the course for improvement without having to overhaul the entire course. With a modular course, for example, textbook changes might mean simply changing the page numbers of assigned readings or reordering the modules to match the new sequence of the textbook chapters.
- **Consistency for users:** By incorporating the same types of components in each course module, students quickly pick up on the course's rhythms and patterns and have a better idea of what to expect than if the course were designed using a varying structure.

The following are the components for each module:

- **Pre-assessment/diagnostics test:** Each module should include an activity that determines students' initial knowledge of a topic before taking part in the learning activities within the module. The results of this activity can be compared to assessment results at the end of the module to measure achievement of learning outcomes.
- **Learning objectives:** These are specific statements, including the actions, performance criteria, and conditions of what students will be able to do upon completing the module.

- **Assigned reading:** Specify chapters, pages, documents, slides, lecture notes and provide guided reading suggestions or points for students to look out for in the reading.
- **Assigned writing:** Writing assignments can range from posts to the discussion board to formal papers. Each assignment should have a clear explanation of expectations and evaluation criteria.
- **Exercises/activities:** Each module should have an interactive activity for the entire class or for groups, one which encourages critical thinking and practical application of the material covered in the learning module.
- **Post-assessment:** The end-of-module assessment should be in the same format (e.g., essay or quiz questions) as the pre-assessment to measure student progress.

RECOMMENDATION 5: Structured Advising – All new students enrolled in developmental education courses should meet with a counselor or an advisor three or more times a semester to develop an individual educational plan based on the career pathway they intend to pursue. In general:

- ➢ Counselors – work with new students who are double or triple deficient (enrolled in developmental math, reading and English) or have not decided on a career pathway.
- ➢ Advisors – work with new students who are enrolled in one developmental class (math, English, or reading).
- ➢ The individual education plan is a plan for academic success that is individualized based on a student's educational goals and strengths and weaknesses. Each plan should meet the following criteria:
  - o Be designed on an individual basis to provide the best opportunity for each student to succeed in college.
  - o Provide to the student a description of the appropriate developmental education/learning support considered necessary to ensure the readiness of that student in college level courses.
  - o Provide the student with a plan for moving from developmental courses into college level courses.

RECOMMENDATION 6: Effective Monitoring System – Students enrolled in developmental courses benefit from early alert.
- ➢ Counselors – monitor progress of individual education plan, and advise double or triple deficient students.
- ➢ Advisors – monitor the progress of individual education plan, and advise students who need only one developmental class (math, reading or English).

RECOMMENDATION 7: Faculty Professional Development – Faculty who work with developmental students must be among the best prepared of all faculty. Developmental education enrolls some of the neediest students with the weakest educational backgrounds, and thus requires the greatest amount of experienced faculty who have a well-equipped toolbox for addressing this population of students. BCCC should employ and support a well-prepared, well-credentialed faculty who demonstrate a high level of expertise and who continue to participate in professional development activities to ensure the currency and relevancy of their knowledge.

The developmental programs that emphasize professional development for faculty and staff are generally more successful than programs without such an emphasis. Cazza and Silverman (1996) argue that it is essential "that staff have ongoing professional development activities to help them grow and stay current with information in the field" (p.79). It is this professional development that ensures those who work with developmental students are aware of the best current research, theory, and practice. This increases the likelihood that those who work with developmental students utilize the best available theories, models, and techniques in teaching courses and providing services.

Boylan, Bonham, Claxton, and Bliss, (1992) found tutoring, advising, and instructional programs with a strong professional development component had greater rates of student retention and better performances in developmental courses than programs without such an emphasis. In fact, using regression analysis, this study found that training was one of the most important variables contributing to the success of any component of developmental education.

In the most successful developmental programs, training and professional development is a priority. Faculty and staff working with developmental students are supported and encouraged to attend conferences, training institutes, and graduate courses. Those who participate in such activities are encouraged to share what they have learned with their colleagues in formal and informal settings.

An emphasis on professional development may employ a wide range of strategies. Having faculty and staff read and discuss books and articles in the field is an inexpensive but effective way of promoting professional development. Having colleagues with expertise in specific models or techniques run workshops for developmental educators is also inexpensive. Bringing in external consultants to run workshops and seminars is a more expensive but, nevertheless, effective means of promoting professional development. Attending conferences, participating in training institutes or enrolling in graduate courses are also effective professional development activities. In designing and delivering professional development, it is important to bear in

mind that ongoing, long-term professional development programs are the most effective. The "one shot" professional development activity is far less effective than a sustained and intensive series of professional developmental activities undertaken over time. (Boylan 46-47).

RECOMMENDATION 8: Instructional Approaches – To meet the goal of providing curriculum that supports student success; develop a program of study that benchmarks best practices in developmental education. The program should reflect a model that uses instructional methodologies and support services designed to improve retention and success. Adult learners demonstrate a need for diversity of instructional methodologies. To address unique learning needs and styles of these students, the developmental education faculty should develop courses using a variety of formats, delivery modes, and innovative approaches. BCCC should continue to include a variety of regular and accelerated formats designed to accommodate individual student needs and learning styles.

- ➢ **Self-Paced Courses** – Computer mediated math courses that will allow students to individualize a program of study based on their strengths and weaknesses as indicated by diagnostic testing. These types of courses should allow students to move quickly through material or spend extra time learning difficult concepts.
- ➢ **Accelerated Courses** – Students should continue to be able to register for two eight-week courses during a sixteen-week semester. These courses should meet more frequently during the semester and allow students to complete their developmental courses in a single semester.
- ➢ **Preparatory Courses** – Continue late start courses that enroll students who are struggling in the regular developmental course. For example, those who are struggling in developmental math course should have the option of switching into a preparatory course for the developmental math course. These courses should break the attrition cycle because they focus on building the necessary background or foundation needed to be successful in developmental math courses rather than having students sign up again the next semester no better prepared to succeed then they had been before.
- ➢ **College Level Courses** – For example enroll students who score at the upper range on the ACCUPLACER writing test, but not into college level English 101, in and English 101 section taught by a developmental education faculty who can embed skill development into the regular composition course content.
- ➢ **Mastery Learning** – All approaches to mastery learning utilize small units of instruction and frequent testing over these units. Students must be able to master the material in one unit and demonstrate the mastery through testing

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before progressing to the next unit. This emphasis on mastery is beneficial to students in remedial courses because it provides regular reinforcement of concepts through testing. An emphasis on mastery requires students to develop the prerequisite knowledge for success in a given course and to demonstrate this knowledge through testing.

➢ **Capstone Assessment** – Review and/or develop common exit tests, portfolios, or projects, and grading rubrics for students enrolled in all developmental English, math and reading courses.

RECOMMENDATION 9: Supplemental Instruction - Supplemental Instruction (SI), is an academic assistance program that utilizes peer-assisted study sessions. SI sessions are regularly scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to integrate course content and study skills while working together. "SI leaders", students who have previously done well in the course and who attend all class lectures, take notes, and act as model students, facilitate the sessions.

RECOMMENDATION 10: "How to Learn" Strategies – Developmental education requires a two-pronged curriculum approach: improving skills and learning how to learn. All developmental courses need to specify learning how to learn strategies in the course curriculum so that instructors and students emphasize the process of learning as much as the content that needs to be learned. Many developmental students not only lack critical thinking skills but also have little understanding of the strategies required to learn new information. As Weinstein (1985) points out, developmental students are often unable to monitor their own comprehension. They do not understand when they understand and when they do not understand new material, concepts, or processes. Furthermore, even when they do realize they are not understanding, they often do not know what to do differently in order to improve comprehensive (Weinstein, 1988). Young and Ley (2001) point out that teaching comprehensive monitoring and self-regulating behaviors are essential tasks for developmental educators. Recognizing this, many successful development programs provide their students with some sort of training in learning strategies (Boylan 97). In addition, for example, develop a broad array of 1-credit courses, such as grammar workshops, note taking, textbook reading methods, writing a research paper, preparation for high-risk science courses that are available to all students at the institution.

RECOMMENDATION 11: Integration of Labs – Review the integration of learning labs with developmental courses to allow for more time on task and support for a course. The labs have computers so students can utilize computer-assisted instruction. The lab work will provide supervised practice and concept application for students.

RECOMMENDATION 12: Integrated Learning Assistance/Support – Provide learning support for all developmental students. All students benefit from peer mediated learning such as tutoring, peer mentoring, and course based learning assistance. Research suggests that offering learning support outside of the classroom is important for student success.

RECOMMENDATION 13: Mandatory Assessment – Research has shown that mandatory assessment and placement in an appropriate program is fundamental to building a successful foundation for college work. In addition to mandatory assessment and placement, require post ACCUPLACER counseling/advising for all students who place into developmental courses. This population of students should also be given a follow up diagnostic test in reading, writing and math to determine a student's learning gaps and the extent of those gaps. After diagnostic testing, additional counseling/advising should be mandatory for students to determine what courses and support services will best meet their needs.

RECOMMENDATION 14: Effective Evaluation System – Systematic evaluation is important for our developmental programs to ensure that the program improves and continues to address institutional goals. Evaluation must focus more heavily on retention, persistence and successful completion of courses rather than enrolment numbers. Additionally, reasonable benchmarks need to be established so that developmental programs can monitor their performance.

Few program components are more important than evaluation. Time and again, research has shown that developmental programs undertaking regular and systemic evaluation are more successful than those that either fail to evaluate their activities or evaluate them erratically. (Boylan 39)

RECOMMENDATION 15: Bridge Program – Replicate a model similar to BCCC's Title III First Steps to College Summer Bridge Learning Community. The Title III grant provided summer scholarships to students eligible for the First Steps to College Bridge Learning Community. The First Steps to College Bridge Learning Community was a developmental education summer gateway program for first time students who place in developmental education courses. The vision was to integrate developmental education learning communities to support students in their pre – Collegiate courses and increase the retention rate at Baltimore City Community College. Students participating in this gateway program had the opportunity to complete two developmental education courses and preparation for academic achievement during the summer. Students had complete access to the services provided by the Center for Academic Achievement, develop structured relationships with instructors, provided with Mentors, equipped with supplemental instruction and were tracked by a computerized system called TutorTrac.

Faculty Leadership!

According to numerous studies of the Achieving the Dream colleges, fostering faculty leadership also appears to be a critical mechanism by which these colleges instituted instructional reform. While a supportive administration is important, the faculty members were the primary instigators of newly revised instructional and curricular reforms at these colleges. The role of faculty leaders is perhaps even more pronounced with these types of recommendations; given that instructors have the primary responsibility for instituting changes in the classroom. Because these recommendations seek to change classroom practices, gaining the interest and trust of BCCC faculty is critical to successful implementation.

Making time and resources available to train and educate BCCC faculty members on how to institute particular instructional reforms is critical to the implementation of these interventions. Professional development—in the form of either training or release time for curriculum development and planning—will play a key role in our ability to institute new instructional interventions.

> *Patrick Henry Community College found several ways to deal with the*
> *challenges of this intense planning and implementation process. First,*
> *the college developed a core group of faculty who were well trained*
> *and articulate about the theory behind cooperative learning. These*
> *individuals then played a critical role in encouraging and inspiring*
> *others at the college to take on the method. As one instructor explained:*
> *"When the faculty came back and modeled what they had learned…*
> *they sold us. That was a big deal in terms of getting people to buy in."*
> *Another important element of scaling up was that Patrick Henry*
> *encouraged faculty members, rather than administrators, to lead the*
> *reform. As one instructor pointed out: "You're not going to get any*
> *faculty, at any college, anywhere, to do it if it's top down"; instead,*
> *"we needed people who've gone to the training and come back*
> *excited to get the rest of us excited and let it grow." The administration*
> *has got to provide a climate in which ownership can thrive*
> *through faculty." Having faculty lead the reform was a key factor in*
> *Patrick Henry's ability to gain interest among other faculty members*

and bring the theory to fuller scale at the school.[1]

While faculty members are largely responsible for bringing the instructional reforms to developmental education, strong administrative support is also critically important for the implementation of these reforms. Moving these pilot projects into whole-college interventions requires more resources for faculty training; and, eventually, for revising the college's hiring practices and policies. The task force wants to emphasize that in the short and long term, such changes require strong involvement and support of administrators.

The task force believes we can do well to harness the creativity, expertise, and commitment of those who know this setting best: the divisions of Academic Affairs, Student Affairs, Business and Continuing Education, administrators, staff, faculty and department chairs and deans. They are well positioned to know what students need to succeed, and "home-grown" projects such as the Math Department **2nd Chance Program** and the **Quest Program** may offer additional hope of helping students realize their potential for success.

Kellogg Institute for the Training and Certification of Developmental Educators Scholars

KELLOGG INSTITUTE SCHOLARS LEARNING COMMUNITY

The Developmental Education Committee will utilize the expertise of the nine Baltimore City Community College Kellogg Institute Scholars in the facilitation of faculty professional development, and the implementation of developmental education interventions will prove most beneficial to our efforts to implement innovative strategies to improve student success.

The College funded nine developmental education faculty, one faculty member who taught in the Early Childhood Program and one staff member from the Division of Business of Continuing Education to participate in the month long Kellogg Institute for the Training and Certification of Developmental Educators at Appalachian State University.

The Kellogg Institute for the Training and Certification of Developmental Educators is the nation's oldest continuous advanced training program for developmental educators and learning skills specialists. The program consists of an intensive, four-week summer

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[1] Elizabeth M. Zachry, *Promising Instructional Reforms in Developmental Education*, December 2008, MDRC, p. 54.

residence and a supervised practicum following the residency that is carried out at the participant's home campus.

Baltimore City Community College's Kellogg Institute Scholars:

1. Dr. Michelle Bondima
2. Dr. Fekadu Folle
3. Ann Frazier
4. Dr. Katana Hall
5. Dr. Bob Iweha
6. Betsy Mackey
7. Rose Monroe
8. Chikao Tsubaki
9. Patricia Woodward

Their residency included four seminars on such topics as Assessment and Placement, Designing Learning Environments, Leadership and Academic Support Services Relating to Developmental Education, Outcomes Assessment and Program Evaluation. The institute is intended as an advanced professional training program to assist practitioners in expanding their knowledge of the field and improving their own developmental or learning assistance program.

ASSESSMENT AND EVALUATION

The assessment of the Baltimore City Community College Developmental Education Strategic Plan will be both formative and summative that will address the following program goals:

Program Goals

1. Sustain an on-going evaluation (formative and summative) of the curricular component of the developmental education program: assess student learning outcomes in math and English/reading sequences designed to lead students to college level coursework. Use information gained from the assessment process to improve teaching and learning, identify problems and challenges, and support innovation that addresses students' needs.

2. Effectively integrate instruction and academic support services: tutoring, labs, supplemental instruction, Reading and Writing Center, counseling services, assessment, and learning communities. Make recommendations based on systematic assessment of these services, and periodically report to the college community on their effectiveness.

3. Working with the Office of Institutional Research, implement a comprehensive and on-going research plan to monitor student success, persistence and performance in progressively higher level courses within math and

English/reading sequences leading to transfer level courses. In addition, research should provide information on students' achievement of their academic/career goal.

4. Provide curriculum-based professional development that supports teachers in creating, sustaining, and assessing learning experiences that are directly linked to explicitly stated student learning outcomes. Provide evidence that students who successfully complete developmental education courses can demonstrate proficiency relative to those learning outcomes.

A. Formative Evaluation

Formative evaluation serves to assess the delivery of the program elements, that is, the strong and weak points of the program, and to suggest possible targets for program improvement.

Each year, the Developmental Education Strategic Plan Committee will conduct a review of the developmental program. The Committee will use the guidelines for improving developmental education programs provided by *NADE Self-Evaluation Guides, 2nd Edition, Best Practice in Academic Support Programs*, 2009, to assess the strategic plan.

Emphasis will be focused on delivery and quality of developmental instruction. Recommendations and suggestions for improvement will be forwarded to the Vice President for Academic Affairs and the Vice President for Student Affairs and from there to the President. Recommendations will include a plan for implementation and any funding requirements, if appropriate.

B. Summative Evaluation

The summative evaluation will be designed to test how well the program has performed in meeting it assigned strategic goals.

One of the guiding principles of the BCCC Developmental Education Strategic Plan is that developmental course must successfully prepare students for college level work. Therefore, the assessment design will focus on performance in the college-level courses taken to satisfy the core curriculum requirements.

After the fall cohort is identified, the cohort will be tracked to look at the efficiency with which the cohort group satisfies the core requirements. Specifically, the critical success factors will be:

- What percentage of an entering cohort needs to take one or more developmental courses?
- How many of those taking developmental courses are successful (GPA of 2.0) in the first semester?

- How many are retained for the next semester?
- How do the previous two rates compare to those in the original cohort who did not need require remediation?
- What is the fall-to-fall retention rate for the developmental portion of the cohort?
- What percentage of the developmental portion of the cohort completes the developmental sequence?
- How do those who complete the developmental sequence perform in subsequent courses such as English 101 and MAT 107 and MAT 128?
- How do those from the original cohort who did not need remediation perform in the same courses?
- How do graduation rates (three-year to six-year) for the developmental portion of the cohort compare to the rates for those in the cohort who did not need remediation?
- What is the average number of semesters (or years) required for students to complete the developmental sequence?
- What is the percentage of students who earned a passing grade of either A, B, C in developmental English, mathematics, and reading each semester?
- What is the percentage of the cohort fail or withdraw from developmental English, developmental mathematics, and developmental reading each semester?

IMPLEMENTATION OF RECOMMENDATIONS

The task force agreed to make fifteen best practices recommendations to improve student success in developmental courses. In making these multiple recommendations, the task force is attuned to the difficulty of separating the effects of one strategy from the effects of another. We see the limited success of developmental education students as being a result of not only one issue; rather, we discussed how students face a multitude of challenges, which may or not be interrelated.

The task force has determined that once the President's Staff accepts the strategic plan recommendations they will be prioritized. The divisions of Academic Affairs, Business and Continuing Education, Student Affairs and Academic Support and Learning Resources will do a self-assessment of their current practices in light of the recommendations. The strategic plan will include additional research if required, that will address professional development needs, project description, program components, planning and implementation timeline, responsibility and budget. (See Recommendation 8 Implementation Action Plan p. 31)

Listed below are those developmental education strategic plan projects submitted by divisions and departments for implementation in 2011-2012. The task force thanks those divisions and departments who have submitted the list of projects that are they are planning to implement or have implemented in 2009-2010 academic year. Meetings

will need to be held with the Vice Presidents for Academic Affairs, Student Affairs and Business and Continuing Education and their leadership staff to identify planning teams for projects. We also have key planning actions for additional projects that could be implemented for specific recommendations.

Key to success in implementing these interventions is an institution-wide commitment from administrators, faculty, and staff involved as demonstrated at Bunker Hill Community College where the President set aside dedicated funds each year for new projects and where participation at all levels is expected and was monitored. (Appendix F see details of this including percentage of participation in process as tracked by Bunker Hill Community College in our Bunker Hill Report).

Conclusion

A final note is that implementation of the Developmental Education Strategic Plan will be in two phases: Phase I: 2011 - 2012 and Phase II: 2012 – 2013, because many of the practices will require additional research, planning, funding and time to evaluate, address the unexpected challenges and time to improve strategies. Many developmental faculty and staff who work with developmental students will require training in these areas and in developing the program components of these strategies. Especially, faculty will need time to go through an intensive training period in order to learn about and develop the capacity to use these strategies in classes. Developmental courses will need to be redesigned and submitted to the Curriculum and Instruction Committee for review and approval. Next, it may require academic departments to restrict class size, make textbook changes, block schedule the classes and identify appropriate faculty.

Student support staff will have to learn to modify their counseling and advising strategies. As a component of learning communities student support staff teaching PRE 100 classes as a part of the First Year Experience Program will now function as case managers who will frequently have to schedule and mandate more one-on-on meetings with their students. Some of the recommendations will require advising and registration process changes.

However, we do realize that the recommendations within this report upon review by the President's Staff, administrators, deans, chairs, faculty, student support services administrators and staff may move to immediate and/or concurrent implementation or be implemented much later than proposed based on institutional priorities, funding, and the various stages needed for full implementation.

In launching this implementation schedule Baltimore City Community College will have to understand the words of an administrator at an Achieving the Dream college

struggling with implementing these types of innovations; he described the process as "building the ship while sailing it."

STRATEGIC PLAN INITIATIVES IMPLEMENTATION CHART

PHASE I IMPLEMENTATION - 2011 - 2012

Best Practices Recommendation	Proposed Project/Planned Action	Proposed Planning Team	Next Steps
RECOMMENDATION 1: Coordinated Organizational Structure	• Establish a coordinated organizational and leadership structure and make appropriate institutional assignments. • Review discipline developmental program coordinators job descriptions and revise as appropriate to support coordinated organizational structure. • Educate the college community on the need for broad involvement in establishing multi-level Developmental Education programming as part of a shared responsibility model. • Institute each semester a college-wide meeting to assess progress of the	Developmental Program Coordinators for English, Math, Reading, Academic Department Chairs and Deans, BCED ESL & GED Coordinators	Develop Implementation Plan

Best Practices Recommendation	Proposed Project/Planned Action	Proposed Planning Team	Next Steps
	Developmental Education Program initiatives.		
RECOMMENDATION 2: Required Orientation	First Year Experience Program (See Academic Advising 2010 Report)	Division of Student Affairs	Develop Implementation Plan
RECOMMENDATION 3: Learning Communities	Project 1 – Research best practices learning communities' approaches and develop them that meet students' needs.	Developmental Program Coordinators for English, Reading, Math and key faculty	Develop Implementation Plan
	Project 2- Learning Communities within Developmental Reading 80 and Developmental English 81; and Developmental Reading 81 and English 82 Project (See Table 4 Brief Project Descriptions)	Developmental Program Coordinators for English, Reading and key faculty	Develop Implementation Plan
	Project 3- Healthcare Careers Learning Community Program (See Table 4 Brief Project	Business and Continuing Education Division and Department of Computer, Engineering, Mathematics	Implemented

	Descriptions)	and Sciences	
Best Practices Recommendation	**Proposed Project/Planned Action**	**Proposed Planning Team**	**Next Steps**
Recommendation 4: Modular Courses	Project 1 - Changing the Equation: Redesigning Developmental Math Improving Retention and Success (The National Center for Academic Transformation Grant Proposal) (See Table 4 Brief Project Descriptions)	Department of Computer, Engineering, Mathematics and Sciences, Developmental Math Program Coordinator and key faculty	Proposal submitted; waiting for grant approval
	Project 2 – Modular Courses for English and Reading Project	Developmental Program Coordinators for English and Reading and key faculty	Develop Implementation Plan
Recommendation 5: Structured Advising	Mandatory Advising Program (See Academic Advising 2010 Report)	Division of Student Affairs - Student Success Center	Develop Implementation Plan
Recommendation 6: Effective Monitoring System	Project 1 - Institutionalizing Performance Alert Intervention System (PAIS) (See Academic Advising 2010 Report)	Division of Student Affairs - Student Success Center	Implemented

	Project 2 - Departmentalized Advisor Liaisons (See Academic Advising 2010 Report)	Division of Student Affairs - Student Success Center	Develop Implementation Plan
	Project 3 - First Year Experience Program (See Academic Advising 2010 Report)	Division of Student Affairs - Student Success Center	Develop Implementation Plan
RECOMMENDATION 7: Faculty Professional Development	Project 1 - Provide curriculum -based professional development opportunities activities each semester for Developmental Education faculty. Project 2 – Develop an August Developmental Education professional development for all mathematics, reading, writing and ESL, GED; include Student Success staff, advisors, and Center	Developmental Program Coordinators for English, Math, Reading, academic deans and chairs and key faculty	Develop Implementation Plan

	for Academic Achievement staff.		
RECOMMENDATION 8: Instructional Approaches	Project 1: Develop and deliver different course models and other instructional formats that meet student needs. Project 2: Evaluate effectiveness of these instructional approaches. Project 3: Develop instructional approaches and/or modular courses for students whose ACCUPLACER test scores are below the minimum score for placement in English 80, Reading 80 and Math 80.	Developmental Program Coordinators for English, Math, Reading, Academic Department Chairs and Deans, BCED ESL & GED Coordinators	Develop Implementation Plan

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PHASE II IMPLEMENTATION – 2012-2013

Best Practices Recommendation	Proposed Project/Planned Action	Proposed Planning Team	Next Steps
RECOMMENDATION 9: Supplemental Instruction	Research, develop and implement a supplemental instruction program.	Coordinator, Center for Academic Achievement, Developmental Program Coordinators for English, Math, Reading, Academic Department Chairs and Deans BCED ESL & GED Coordinators	Develop Implementation Plan
	Project 2 - Supplemental Learning Groups (SLGs) for Reading 80 and Reading 81 Project(See Table 4 Brief Project Descriptions)	Developmental Reading Program Coordinator and key faculty	Develop Implementation Plan
RECOMMENDATION 10: "How to Learn" Strategies	Establish and deliver how to learn strategies courses, workshops for students to prepare for mathematics, reading, and writing instruction.	Center for Academic Achievement & Student Success Center	Develop Implementation Plan
RECOMMENDATION 11: Integration of Labs in	Review the integration of learning labs with	Developmental Program Coordinators for English,	Develop Implementation

Developmental Courses	developmental courses to allow for more time on task and support for the course.	Math, Reading and key faculty	Plan
Best Practices Recommendation	**Proposed Project/Planned Action**	**Proposed Planning Team**	**Next Steps**
RECOMMENDATION 12: Integrated Learning Assistance/Support	Develop and deliver prescriptive tutoring program, peer mentoring, and course based learning assistance.	Center for Academic Achievement & Student Success Center, Developmental Program Coordinators for English, Math, Reading	Develop Implementation Plan
RECOMMENDATION 13: Mandatory Assessment	• Establish a program of ACCUPLACER counseling, post-testing and/or diagnostics testing in reading, writing and math to determine a student's learning gaps and provide additional counseling/advising to determine what courses and support services will best meet their needs. • Research and recommend an	Developmental Program Coordinators for English, Math, Reading, Academic Department Chairs and Deans, BCED ESL & GED Coordinators, Test Center Director, Student Success Center Director	Develop Implementation Plan

	appropriate diagnostics test for college-wide use or by discipline.		
RECOMMENDATION 14: Effective Evaluation System	• Develop a plan to conduct regular, systemic assessment to evaluate developmental education program outcomes. • Analyze program outcomes data to determine patterns and trends and use the results to improve courses, labs, and services provided. • Establish meeting schedule with developmental education faculty, faculty, administrators, deans, chairs to discuss and analyze program outcomes and make shared decisions. • Develop evaluation system to review and improve student learning	Developmental Program Coordinators for English, Math, Reading, academic deans and chairs, Director of Institutional Research	Develop Implementation Plan

	outcomes/student success.		
RECOMMENDATION 15: Bridge Program	Project 1 – First Year Experience Summer Bridge Program (See Academic Advising 2010 Report)	Division of Student Affairs - First Year Experience Program	Develop Implementation Plan
	Project 2 - GED Bridge/I-BEST to College Program (See Academic Advising 2010 Report)	BCED – Adult Basic Education	Implementation Plan completed

Recommendation 8 Implementation Action Plan Example

Implementation Action Plan

Baltimore City Community has identified the following recommendation that would improve student success in developmental courses and demonstrate our commitment to a quality developmental education program.

Recommendation 8: Project 3

1. Team Charge: Develop instructional approaches and/or modular courses for students whose ACCUPLACER test scores are below the minimum score for placement in English 80, Reading 80 and Math 80.

2. Goals:
    a. To review and revise placement procedures for students for test below the required score for placement in MAT 80, English 80, and Reading 80.
    b. To develop an optional course for students who test below the required score for placement in MAT 80, English 80, and Reading 80.
    c. Make recommendation to address other key areas, including transition from high school to BCCC, and students' needing disability support services.

3. Action Steps:
    A. Review and analyze findings from Achieving the Dream colleges and other colleges' interventions for this population of students.
    B. Seek input and discussion with other academic departments, Business and Continuing Education Adult Basic Education department, student support services and the Disability Support Services Center.
    C. Design faculty professional development activities for faculty to learn innovative teaching strategies for this population of students.
    D. Design and recommend a plan to identify, place, and establish support mechanism for developmental education students who test below the minimum placement score in MAT 80, Reading 80 and English 80. This plan will include timeline, milestones, resources needed, curriculum redesign, courses, expected outcomes, evaluation, and continuous improvement goals.
4. Timeline:
    - Identify team and co-chairs and invite to participate: by September 2010
    - Review team charge and process: September 2010
    - Report on review and analysis of Achieving the Dream colleges and/or other colleges for this population of students: by October 2010

- Work with other academic departments, BCED Adult Basic Education, student support services and the Disability Support Center: by November 2010
- Develop plan: by November – December 2010
- Finalize plan: by January 2011
- Present recommended plan to Divisions of Academic Affairs, Business and Continuing Education, Student Affairs: by February 2011
- Implement recommended plan: Fall 2011

Table 4

BRIEF PROJECTS DESCRIPTIONS

Recommendation 3: Learning Communities

Project 2:

Department: English, Humanities, Visual and Performing Arts

Project Title: Learning Communities within Developmental Reading 80 and Developmental English 81; and Developmental Reading 81 and English 82

Project Description: Allows the students to take Developmental Reading and Developmental English during the same semester.

- •Same students in the same courses at the same time.

- •Students begin to see the "connection" from one course to another.

- •Repetition of topics and objectives placed in both courses.

Developmental Reading 80 and Developmental English 81 and/ or Developmental Reading 81 and Developmental English 82 would have the same group of students. Developmental Reading 80 and Developmental English 81 faculty will team-teach.

Creating the "Book Connection"

Developmental Reading 80 and Developmental English 81 and / or Developmental Reading 81 and Developmental English 82 would collaborate with a novel such as *The Color of Water* by James Mc Bride.

Developmental Reading 80 instructor would go over the reading objectives, as the Developmental English 81 instructor would introduce the writing strategies used, etc.

Each Developmental Reading and Developmental English Professor will collaborate develop joint lesson plans monitor student issues, behavior, grades, and assessments.

Project 3:

Department: Business and Continuing Education Division

Project Title: Healthcare Careers Learning Community

Project Description: The ELI 82-BIO 102 Fast track to Healthcare Careers learning community piloted in spring 2010 (to be extended in fall 2010). Close faculty collaboration is critical to fulfill the potential for the reinforcement and transfer of learning

across courses. Advisement well integrated into the program as coursework (PRE-100) and learning assistance.

Implementation Timeline: Spring 2010 and Fall 2010

Recommendation 4: Modular Courses

Project 1:

Department: Department of Computer, Engineering, Mathematics and Sciences

Project Title: Changing the Equation: Redesigning Developmental Math Improving Retention and Success
(The National Center for Academic Transformation Grant Proposal)

Project Description: New students are assigned a beginning math level and textbook based on their ACCUPLACER test results. For students enrolled in the modular program, they will be reassigned on the first day of class to a module based on results of a series of modular pre- assessments administered through MyMathLab--a software product by Pearson Education that we are currently using in our developmental math courses. Students who test into MAT 80 or 81 and participate in the modular program will complete a math diagnostics test that enable a student to identify specific topics skills needed by the student to determine their starting point for each module. Students who score below an 80% on the math diagnostics test will complete the course work for that module. Students who score 80% or higher on the math diagnostics test will earn that grade for the module and move on to the next module. The student's final grade for MAT 80 and 81 will be an average of the final grades earned across the modules. Students will be required to achieve an 80% or higher on all homework and quizzes before moving on to the next assignment within a module.

Recommendation 9: Supplemental Instruction

Project 1:

Department: English, Humanities, Visual and Performing Arts

Project Title: Supplemental Learning Groups (SLGs) for Reading 80 and Reading 81

Project Description: Students are placed in different groups based upon reading diagnostics test.   The SLGs will consist of active learning strategies, group/individual study areas, and student success workshops.

    A. How to Learn and other student success workshops will be provided.
    B. Permanent SI Tutors within the Developmental Reading Courses will assist students and the instructors in delegating active reading strategies within groups.

C. Resources outside the classroom will further enhance and allow a review of student's knowledge based upon objectives taught within the classroom.

Implementation Timeline: Fall 2012

Recommendation 15: Bridge Program

Project 2:

Department: Business and Continuing Education Division

Project Title: GED Bridge to College

Project Description: Transition of PRE-GED/GED students into credit career programs is limited. Contributing factors are lack of alignment between Basic Skills (preGED/GED) and credit curricula, lack of students' understanding of admissions process, students' isolation in sheltered PRE-GED/GED classes and high stop out rate of students. Traditional system requires that students must first complete PRE-GED/GED studies before entering credit or non-credit certificate or degree programs. Project pilots dual enrollment of students enrolled in a GED Preparation class and selected credit classes in health major using the I-BEST strategy of contextualized instruction and co-teaching paired with intrusive student advising. Students enroll as cohort in selected course of study. Program Components:

- GED students are pre-selected (OPT score of 2200)with expectation of obtaining GED diploma within a maximum of 6 months.
- Students take Accuplacer to identify academic preparedness.
- Students co-enroll in GED Preparation and selected course of study as cohort.
- GED curriculum is contextualized to support health major.
- Using the I-BEST model, non-credit/GED faculty co-teach with credit faculty in selected courses.
- Students are enrolled in intrusive advisement system as cohort.
- Pilot Courses: semester 1- Health Career

  - GED Preparation (non-credit)*
  - College Orientation (1 credit)
  - Computer Literacy (2 credits)
  - Seminars in Healthcare topics (non-credit)*
  - Career Exploration and Intrusive Advisement
  - semester 2- Health Career
  - Math 81 (5 credits)
  - Bio 102 (4 credits)
  - Speech 101 (3 credits)
  - Tutorial Support and Intrusive Advisement
  - * I-BEST model of co-teaching and contextualized curriculum

APPENDIX

Appendix A. 1

ACCUPLACER PLACEMENT TEST PROCESS OVERVIEW

Baltimore City Community College refers to developmental education students whose ACCUPLACER placement test results indicate that developmental education is necessary to improve their skills in any area tested. The purpose of developmental education courses is to provide instruction to help students succeed in college. (See Appendix 2 for course descriptions). These courses are offered day, evening, weekend and some through Distance Learning. Baltimore City Community College's goal is to move students who need developmental education through the system as quickly as possible, once they master the skills at each level. The table below prepared by the College's Testing Center provides the ACCUPLACER placement test scores ranges for placement in developmental courses.

ACCUPLACER (COMPUTERIZED PLACEMENT TEST)

CUT SCORES/RECOMMENDED COURSES

READING PLACEMENT (ACCUPLACER READING COMPREHENSION)		
RAW SCORE	RECOMMENDED COURSES	FORMER COURSES
0-49	ISP RDG 80	NEW
50-65	RDG 81	ENG 70/ENG 139
66-78	RDG 82	ENG 71/ENG 140
79 and higher	EXEMPT FROM READING	
WRITING PLACEMENT (ACCUPLACER SENTENCE SKILLS)		
RAW SCORE	RECOMMENDED COURSES	FORMER COURSES
0-49	ISP ENG 80	NEW
50-71	ENG 81	ENG 60/ ENG 50
72-89	ENG 82	ENG 61/ENG 100
90 and higher	ENG 101	

MATH PLACEMENT				
RAW SCORE			RECOMMENDED COURSES	FORMER COURSES
ARITHMETIC	ELEMENTARY ALGEBRA	COLLEGE MATH		
< 55	< 35		MAT 80	MAT 31/MAT 60
≥ 55	< 35		MAT 81	MAT 61

Any Score	35-62		MAT 81	MAT 61
	$\geq$ 63	< 45	MAT 82	
		$\geq$ 45	MAT 107,111,115,125 or MAT 128	
		$\geq$ 63	SEE DEPARTMENT CHAIR	

Appendix A. 2

DEVELOPMENTAL COURSE DESCRIPTIONS

Developmental English Courses

ENG 80: Intensive Support Program in Writing (0 credits)
60 contact hours of combined lecture and laboratory instruction; A, B, C, or F grade; considered 4 semester-hours for billing and scheduling purposes. Prerequisite: ACCUPLACER test
This is the first course in the three-tiered sequence of developmental writing courses. This course is required for students whose ACCUPLACER scores fall between 0 and 49. ENG 80 offers intensive support for students who need practice in sentence-level and basic paragraph and reading skills required for success in ENG 81.

ENG 81: Composition Skills I (0 credits)
60 contact hours of combined lecture and laboratory instruction; A, B, C, or F grade; considered 4 semester-hours for billing and scheduling purposes. Prerequisite: ACCUPLACER test
This is the second course in the three-tiered sequence of developmental writing courses. This course is required for students who have successfully completed ENG 80 and for others who's ACCUPLACER scores fall between 50 and 71 in writing. ENG 81 focuses on composition of unified and coherent paragraphs and reading competency and it introduces students to the logical and well-developed short expository essay. Grammar, mechanics, and sentence structure are stressed both as discrete skills and in relation to the skills of composing paragraphs and essays required for success in ENG 82.

ENG 82: Composition Skills II (0 credits)
60 contact hours of combined lecture and laboratory instruction; A, B, C, or F grade; considered 4 semester-hours for billing and scheduling purposes. Prerequisite: ENG 81; RDG 81 or ACCUPLACER test score between 72 and 89.
This is the third in a three-tiered sequence of developmental writing courses. The course focuses on composition of logical, well-developed, and persuasive essays and introduces students to the techniques of the research project. Grammar, spelling, punctuation and sentence structure are stressed both as discrete skills and in relation to composition.

Developmental Mathematics Courses

MAT 80: Arithmetic: Concepts and Applications (0 credits)
45 lecture hours; A, B, C, F grade; considered 3 semester hours for billing and scheduling purposes. Prerequisite: ACCUPLACER test
Fractions, decimals, ratios and proportions, and percentages are studied. Topics include basic calculations and word problems. The course also examines basic

concepts in geometry. Real world applications as related to arithmetic are stressed throughout the course.

MAT 81: Elementary Algebra (0 credits)

75 lecture hours; A, B C, F grade; considered 5 semester hours for billing and scheduling purposes. Prerequisites: MAT 80, or appropriate ACCUPLACER score
Linear equations in one and two variables and finding equations of a line given slope and y-intercept are included. A discussion of slopes of parallel and perpendicular lines is presented. Operations on polynomials, factoring, and solutions to quadratic equations by factoring are also covered. Word problems and the use of calculators to solve them are stressed throughout the course.

MAT 82: Intermediate Algebra (0 credits)

60 lecture hours; A, B, C, F grade; considered 4 semester hours for billing and scheduling purposes. Prerequisites: MAT 81, or appropriate ACCUPLACER score
This course covers simple and compound linear inequalities in one variable; absolute value equations and inequalities; finding equations of straight lines meeting specific criteria; graphs of linear inequalities in two variables, and graphs of parabolas; rules of exponents, variation problems, rational equations, irrational equations, and solutions to quadratic equations by completing the square and by the quadratic formula, solutions of quadratic inequalities. Real-world applications are stressed throughout the course.

Developmental Reading Courses

RDG 80: Intensive Support Program in Reading (0 credits)

60 contact hours of combined lecture and laboratory instruction; A, B, C, or F grade; considered four semester hours for billing and scheduling purposes. Offered every semester, days and evenings. Prerequisite: ACCUPLACER test score between 0 and 49 for Reading Comprehension
This is the first in the sequence of developmental reading courses. The course offers instruction in developing basic reading skills including word attack skills, literal comprehension, organization of ideas and support, and study skills, which provide students with the beginning skills needed to be successful in college and life.

RDG 81: Reading Skills (0 credits)

60 contact hours of combined lecture and laboratory instruction; A, B, C, or F grade; considered four semester hours for billing and scheduling purposes. Offered every semester, days and evenings. Prerequisite: RDG 80 or ACCUPLACER test score between 50 and 65 for Reading Comprehension
This is the second course in the developmental reading sequence. The course offers instruction in developing skills necessary to improve reading competency. Emphasis is placed on vocabulary development, accurate comprehension, and critical and inferential reading skills necessary for success in college and life.

Appendix A. 3

ENGLISH AS A SECOND LANGUAGE AND ADULT EDUCATION PROGRAM AND COURSE DESCRIPTIONS

English Language Institute (ELI)

Placement

Prospective students take the Accuplacer English as a Second Language (ESL) Levels of English Language Proficiency (LOEP) placement Test at BCED. The LOEP tests the international student's ability to use high-level English language grammar and vocabulary. The LOEP also assesses reading comprehension skills.

The ESL-LOEP test has three sections:

Reading Skills: You will read short passages and answer questions about them, including direct questions and inferences.

Language Usage: This part of the ESL-LOEP tests English grammar.

Sentence Meaning: This section of examines your knowledge of English vocabulary.

Each section of the actual ESL-LOEP Test contains 20 questions.

They receive a placement recommendation based on their scores on the computer-based test and the writing sample. Low-scorers are placed in Pre-ELI courses. Higher scorers are placed at one of three ELI proficiency levels: Intermediate (ELI 80), High Intermediate (ELI 81) or Advanced (ELI 82). Persons who score above ELI 82 level are referred to the Test Center for ACCUPLACER testing.

Exit

Per course they take, students complete a set of graded course requirements including a departmental final exam. Instructors record grades in their Blackboard Grade Book, ascribing standardized weight to each element. For final grades, students receive letter grades in ELI 80, 81, 82 courses, and Satisfactory/Unsatisfactory in other courses. In both cases, the passing grade is "C" (70%). Students exit individual courses by achieving a passing grade. Passing both required ELI classes at the 82 level qualifies a student for ENG 101 (signifying exiting the program).

English as a Second Language (ESL)

72 hours; no grades awarded

Prerequisite: CASAS Test[2]

This course provides instruction in English language skills of reading, writing, speaking, listening and pronunciation in the context of life skills and employment and as preparation for academic English language courses. The ESL course is offered at varying levels of English proficiency.

Pre-General Education Development (Pre-GED)

72 hours; no grades awarded

Prerequisite: CASAS Test

This course provides instruction in basic math, reading and writing. The course is designed to help students strengthen their basic skills in preparation for advancement to the GED-level courses. Math – basic math operations, fractions, decimals, ratios and proportions, and percentages are studied. Reading – reading comprehension, grammar and vocabulary building. Writing – 5-paragraph essay development. The course is offered at varying levels of proficiency in reading, writing and math.

General Education Development (GED)

120 minimum contact hours; no grades awarded

Prerequisite: CASAS Test

This course provides students with intensive high-school level instruction in reading, writing, mathematics, social studies and science in preparation for the GED examination. Included in the 120 hours, students participate in 30 hours of computer assisted work and 10 hours of the Official Practice Test.

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[2] CASAS —Comprehensive Adult Student Assessment Systems —is the most widely used system for assessing adult basic reading, math, listening, writing, and speaking skills within a functional context. CASAS is the only adult assessment system of its kind to be approved and validated by the U.S. Department of Education and the U.S. Department of Labor to assess both native and non-native speakers of English.

Alternative Diploma Options (Novel)

Hours vary; numerical grades awarded

Prerequisite: High School Transcript Evaluation

Courses offered through the Novel/STARS suite software provides students with online coursework in high school level courses across content areas, including, but not limited to English, Mathematics, History, Science and Foreign Languages. There is no fee for students who enroll in the course as part of Credit Recovery (referred by high school guidance counselor). A fee is assessed for individuals who are not enrolled in public school and wish to build skills or earn their high school diploma through the online program.

Appendix B

How Successful are Developmental Students at Baltimore City Community College?

Prepared by the College's Office of Institutional Research Office provides the percentage of students who passed developmental courses and the semester-to-semester retention rate from FY 2007 through FY 2010.

Developmental Education Completion Rates FY 2007- FY 2009

Developmental Education	FY2007 Final %	FY2008 Final%	FY2009 Final %	*FY2010 Target Increase %*
Non-Credit				
A. ESL levels complete	39%	45%	52%	*52%*
B. Pre-GED levels complete	45%	46%	47%	*52%*
C. GED completion rate	39%	55%	53%	*60%*
D. NOVEL completion rate	60%	55%	52%	*60%*
E. ELI completion rate	72%	72%	69%	*79%*
F. Success rate of ELI students enrolled in English 101		80%	81%	*86%*
Developmental Writing				
A. ABC Rate in ENG 80	50%	51%	45%	*54%*
B. Spring ABC Rate in ENG 81- ENG 80 Fall Completers	49%	54%	63%	
C. ABC Rate in ENG 81	50%	52%	55%	*55%*
D. Spring ABC Rate in ENG 82- ENG 81 Fall Completers	64%	69%	67%	
E. ABC Rate in ENG 82	57%	56%	56%	*60%*
F. Spring ABC Rate in ENG 101 - ENG 82 Fall Completers	60%	65%	64%	
Developmental Mathematics				
A. ABC Rate in MAT 80	42%	40%	40%	*45%*
B. Spring ABC Rate in MAT 81- MAT 80 Fall Completers	38%	43%	35%	
C. ABC Rate in MAT 81	40%	43%	39%	*44%*

D.	Spring ABC Rate in MAT 82 - MAT 81 Fall Completers	55%	49%	42%	
E.	ABC Rate in MAT 82	49%	50%	45%	*52%*
F.	Spring ABC Rate in MAT - MAT 82 Fall Completers	55%	56%	47%	
Developmental Reading					
A.	ABC Rate in RDG 80	59%	52%	52%	*61%*
B.	ABC Rate in RDG 81	61%	58%	58%	*63%*
Fall Retention Rate for Prior Fall Entrants					
A.	Full-Time Entrants seeking degree or certificate	54%	49%	46%	*55%*
B.	Part-Time Entrants seeking degree or certificate	35%	26%	38%	*32%*
Spring Retention Rate for Prior Fall Entrants					
A.	Full-Time Entrants seeking degree or certificate	73%	72%	76%	*77%*
B.	Part-Time Entrants seeking degree or certificate	57%	55%	52%	*61%*
4-Year Rates for Fall Study Cohort Entering 5 Years Earlier (First-Time Entrants attempting 18+ hours in two years)		Fall 01 Cohort Actual %	Fall 02 Cohort Actual %	Fall 03 Cohort Actual %	*Fall 04 Cohort Target %*
A.	Completed all Developmental Courses Needed	30%	30%	34%	*33%*

Appendix C. 1

Achieving the Dream: Community Colleges Count[3]

Developmental Education Reform Strategies Implemented by the Round 1 and Round 2 Achieving the Dream Colleges, by Subject Area, as Reported in Implementation Proposals and Annual Reports.

Colleges Implementing Strategies	Developmental English	Developmental Math	Developmental Reading
Supplemental instruction Tutoring, math labs, writing labs, help sessions, computer-based supplemental instruction, summer bridge programs	(State): College Name	(State): College Name	(State): College Name
	(NC): GTCC, MCC, DTCC (FL): BCC (VA): TCC, MECC (TX): GC, STJC, EPCC (NM): UNMG, SIPI (OH): CCC, JCC, NCSC, SCC	(NC): GTCC, WCC, MCC, DTCC (FL): BCC, VCC (VA): PHCC, TCC, MECC (TX): STC, GC, STJC, CBC, EPCC (NM): UNMG, SFCC, SIPI, DABCC (OH): JCC, NCSC, SCC (CT): HCC	(NC): MCC, DTCC (FL): BCC, HCC (VA): MECC (TX): STJC, EPCC (NM): UNMG, SIPI
Colleges Implementing Strategies	**Developmental English**	**Developmental Math**	**Developmental Reading**
Classroom instruction/curriculum Changes academic course pedagogy, curriculum and/or instruction, implement learner-centered strategies, transitions program for students out of school 1+years	(State): College Name	(State): College Name	(State): College Name
	(NC): GTCC (VA): PHCC, PDCCC (TX): STC, STJC, BC (OH): CCC (CT): CCC	(NC): GTCC (FL): VCC (VA): PHCC,PDCCC, MECC (TX): STC,HCCS,ACCD, STJC,CBC, EPCC, BC (NM): SFCC, DABCC (OH): NCSC, SCC (CT): CCC, HCC	(NC): GTCC (FL): HCC (VA): PHCC, PDCCC (TX): STJC, EPCC, BC (NM): SFCC, DABCC (OH): NCSC

Colleges Implementing Strategies	Developmental English	Developmental Math	Developmental Reading
Student advising Early-alert system, peer or faculty mentoring programs, student success center, improved advising	(State): College Name	(State): College Name	(State): College Name
	(NC): GTCC, DTCC (FL): BCC, TCC (VA): PHCC, PDCCC, DCC (TX): GC, BC (NM): SIPI (OH): CCC, JCC, NCSC, SCC, ZSC (CT): CCC, NCC, HCC	(NC): GTCC, DTCC (FL): BCC, TCC, VCC (VA): PHCC, PDCCC, DCC (TX): STC, GC, BC (NM): SIPI, DABCC (OH): CCC, JCC, NCSC, SCC, ZSC (CT): CCC, NCC	(NC): GTCC, DTCC (FL): BCC, TCC, HCC (VA): PHCC, PDCCC (TX): GC, BC (NM): SIPI (OH): JCC, NCSC, ZSC (CT): CCC
Colleges Implementing Strategies	**Developmental English**	**Developmental Math**	**Developmental Reading**
Student Success course	(State): College Name	(State): College Name	(State): College Name
	(NC): GTCC, MCC (FL): BCC (VA): PDCCC, DCC (TX): STC, BC (NM): UNMG, CNMCC, SIPI (OH): CCC, NCSC	(NC): GTCC, MCC (FL): BCC, VCC (VA): PDCCC, DCC (TX): STC, BC (NM): UNMG, CNMCC, SIPI (OH): CCC, NCSC, SCC	(NC): GTCC, MCC (FL): BCC, HCC (VA): PDCCC (TX): STJC, BC (NM): UNMG, CNMCC, SIPI (OH): NCSC
Colleges Implementing Strategies	**Developmental English**	**Developmental Math**	**Developmental Reading**
Professional development Workshops/trainings for faculty on particular interventions	(State): College Name	(State): College Name	(State): College Name
	(NC): GTCC, WCC, MCC (FL): BCC (VA): PHCC, PDCCC, MECC, DCC (TX): STC, GC, EPCC, BC (NM): UNMG, SFCC, CNMCC, SIPI (OH): JCC, SCC,	(NC): GTCC, WCC, MCC (FL): BCC, VCC (VA): PHCC, PDCCC, MECC, DCC (TX): STC, GC, ACCD, CBC, EPCC, BC (NM): UNMG, SFCC, CNMCC, SIPI,	(NC): GTCC, WCC, MCC (FL): BCC, HCC (VA): PHCC, PDCCC, MECC (TX): GC, EPCC, BC (NM): UNMG, SFCC, CNMCC, SIPI (OH): NCSC,

	ZSC (CT): CCC, NCC, HCC	DABCC (OH): CCC, JCC, NCSC, SCC, ZSC (CT): NCC	ZSC
Colleges Implementing Strategies	**Developmental English**	**Developmental Math**	**Developmental Reading**
Assessment Revising developmental education cutoff scores/placement strategies developing common exam for each course level, offering learning or career inventory assessments	(State): College Name	(State): College Name	(State): College Name
	(NC): GTCC, DTCC (VA): TCC, PDCC, MECC, DCC (TX): STC, GC, STJC, EPCC (NM): UNMG, SIPI, DABCC (OH): SCC	(NC): GTCC, DTCC (FL): VCC (VA): TCC, PDCCC, MECC, DC(TX): STC, GC, STJC, CBC, EPCC (NM): UNMG, SIPI, DABCC (OH): NCSC, ZSC (CT): CCC	(NC): GTCC, DTCC (VA): PDCCC, MECC (TX): GC, STJC, EPCC (NM): SIPI, DABCC
Colleges Implementing Strategies	**Developmental English**	**Developmental Math**	**Developmental Reading**
Learning communities Pairing 2 courses, students in same classes, revising instruction in linked courses	(State): College Name	(State): College Name	(State): College Name
	(NC): GTCC (FL): BCC (TX): STC, HCCS, STJC, EPCC, BC (NM): UNMG, CNMCC, SIPI (OH): CCC, SCC (CT): NCC	(NC): GTCC (FL): BCC, VCC (TX): STC, HCCS, STJC, CBC, EPCC, BC (NM): UNMG, CNMCC, SIPI (OH): SCC	(NC): GTCC (FL): BCC, HCC (TX): HCCS, STJC, EPCC, BC (NM): UNMG, SIPI (OH): SCC

Colleges Implementing Strategies	Developmental English	Developmental Math	Developmental Reading
Management/administration of Developmental education Restructuring of developmental education department, review of developmental education program, early registration for students taking 2 or more developmental education classes	(State): College Name	(State): College Name	(State): College Name
	(FL): BCC (VA): TCC, PDCCC (TX): STC, EPCC (NM): UNMG, SIPI (OH): NCSC, SCC	(FL): BCC, TCC (VA): TCC, PDCCC (TX): STC, ACCD, CBC, EPCC (NM): UNMG, SIPI (OH): NCSC, SCC	(FL): BCC, TCC (VA): TCC, PDCCC (TX): STJC, EPCC (NM): UNMG, SIPI (OH): NCSC

SOURCES: Categorizations of programs are based on site implementation proposals and annual reports. Programs listed here are strategies that are specifically geared toward developmental education students.

Appendix C. 2

Partial List of Achieving the Dream Colleges

Achieving the Dream Colleges, by State and Abbreviation

State and Abbreviation	College Name (City)
<u>Connecticut</u>	
CCC	Capital Community College (Hartford)
HCC	Housatonic Community College (Bridgeport)
NCC	Norwalk Community College (Norwalk)
<u>Florida</u>	
BCC	Broward Community College (Fort Lauderdale)
HCC	Hillsborough Community College (Tampa)
TCC	Tallahassee Community College (Tallahassee)
VCC	Valencia Community College (Orlando)
<u>New Mexico</u>	
CNMCC (Albuquerque)	Central New Mexico Community College
DABCC	New Mexico State University: Dona Ana Branch Community College (Las Cruces)
SFCC	Santa Fe Community College (Santa Fe)
SIPI	Southwestern Indian Polytechnic Institute (Albuquerque)
UNMG	University of New Mexico-Gallup (Gallup)
<u>North Carolina</u>	
DTCC	Durham Technical Community College (Durham)
GTCC	Guilford Technical Community College (Jamestown)
MCC	Martin Community College (Williamston)
WCC	Wayne Community College (Goldsboro)
<u>Ohio</u>	
CCC	Cuyahoga Community College (Cleveland)
JCC	Jefferson Community College (Steubenville)
NCSC	North Central State College (Mansfield)
SCC	Sinclair Community College (Dayton)
ZSC	Zane State College (Zanesville)
<u>Texas</u>	
ACCD	Alamo Community College District (San Antonio)
BC	Brookhaven College (Dallas)

CBC   Coastal Bend College (Beeville)
EPCC   El Paso Community College District (El Paso)
GC   Galveston College (Galveston)
HCCS   Houston Community College System (Houston)
STC   South Texas College (McAllen)
STJC   Southwest Texas Junior College (Uvalde)

Virginia
DCC   Danville Community College (Danville)
MECC   Mountain Empire Community College (Big Stone
                                 Gap)
PDCCC   Paul D. Camp Community College (Franklin)
PHCC   Patrick Henry Community College (Martinsville)
TCC   Tidewater Community College (Norfolk)

(Community Colleges of Baltimore County and Bunker Hill Community College are
Achieving the Dream Colleges, but did not participate in Round 1 or Round 2)

Appendix D

Developmental Education Task Force College Visit General Guide Questions

Directions: Task Force Member should ask the following guide questions in the following areas when visiting colleges:

- General Program Information on developmental education
- Academic Advising
- College Readiness Assessment
- Developmental Education Courses
- Faculty Development

You can use the questions below as guide when meeting with their faculty and/or staff. Feel free to ask additional questions as you deem appropriate to gather information on how the college addresses the categories above.

General Program Information

1. Is your developmental education program centralized or decentralized? (Centralized means developmental education courses are taught by a "developmental education department" not by subject area departments like Mathematics or English)?

2. What are some instructional approaches you have implemented (besides a traditional lecture) which provide diversity to your instruction? Share any sources for alternative forms of instruction you have found especially helpful.

3. Please answer the questions about your centralized developmental education department.

   A. What is the name of your developmental education department?

   B. Name the person in charge of the developmental education department.

   C. Please provide the phone number of the person in charge of the developmental education department.

   D. Please provide the email address for the person in charge of the developmental education department?

   E. How many staff members does your developmental education department have (excluding faculty)?

4. Does your developmental education program have a mission statement and goals? Can you please provide me with a copy?

Academic Advising

1. Is there academic advising provided for developmental education students at your institution?

2. If developmental education students undergo academic advising, please answer the following questions.

   A. What office/or unit conducts academic advising for developmental education students?

   B. Please provide the name of the person in charge of the office/unit where academic advising for developmental education students is conducted.

   C. Please provide the work phone number for the person in charge of this unit.
   D. Please provide the e-mail address for the person in charge of this unit.

3. Are all students participating in developmental education required to participate in academic advising?
   Yes___ No___

4. Is academic advising offered to developmental education students during the weekend (Saturday and/or Sunday)? Yes___ No___.

5. Please provide the hours of operation academic advising is available for developmental education students at your institution, where the student has access to an academic advisor:

Times	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Before 8:00 a.m.							
Normal Business Hours: Between 8 a.m. and 5 p.m.							
After 5 p.m.							
After 6 p.m.							

6. What are the consequences for developmental education students who do not fulfill the requirements for participating in academic advising? (please mark all that apply):
   ___Barred from registration

___There are no consequences
___Other consequences please list:

7. During the semester how often are developmental education students required to receive academic advising?

___Only when starting developmental education courses for the first time
___Once each semester while students are in developmental education courses
__Multiple times each semester if students are in developmental education courses

8. Are students required to undergo academic advising before starting their first college credit bearing course? ___Yes ___No

9. Is academic advising specialized for developmental education students?

10. How do developmental education students receive specialized advising from your institution?

11. Is the academic performance (e.g. grades and attendance) of developmental education students systemically monitored?

12. Who monitors your developmental education students' academic performance (Check all that apply)

___ Faculty
___Academic advisors
___Peer advisors
___Others (please specify)

13. Please describe the process of how developmental education performance is monitored at your institution.

College Readiness Assessment

- Are any assessments used as a diagnostic tool for developmental education students? If so, what is used?

Developmental Education Courses

- Do you offer any developmental courses in modules? If so, please explain. Can you please provide me with copies of the syllabus for each of your developmental courses?

Faculty Development

1. Do you have formalized program for developmental education full-time and adjunct faculty? Please describe or who should I contact about more information?

2. How is your faculty development program delivered? Online, traditional, each semester, etc.

Appendix E. 1

Student Affairs Student Focus Group
Monday, November 30, 2009
11 am – 12 pm
Main Building, Room 25 Liberty Campus

ATTENDANCE: There were fourteen (14) students, one faculty, and three-staff members. (See sign-sheet)

QUESTIONS:

1. Student wanted to know how to test out of English 81? Answer: Must go to the chairperson of the English department to test out of a course. Once students take the course, they must go to the department to test out of a course. Do not go to the Test Center.
2. Staff asked question to the students. Would they be interested in having classes in modules? Professor Price explained what was meant by classes in modules. Students commented that they would be interested.
3. Student asked if there would be classes at the Harbor Campus for the spring 2010 semester. Yes, there will be classes at the Harbor Campus for the spring 2010 semester.

Question: How do you feel about Math and English Developmental courses?
- In English 80 students need help and assistance
- Student need to be in the classroom for classroom interaction.

Question: Are the faculty members available to the students?
- A student complained about a Professor, English 81. He teaches erratically. He does not teach from the book and does not give the exam from the book. He has one way of teaching does not have another way of teaching. Switches chapters. Gives 15 minutes to complete the test. Everyone is not on the same level. A petition was passed around about professor Ashanti'.

Question: Do you feel that you as a student are being prepared?
- 5 credits Math 81 is essential. Professor works with you in Math 80.
- This student wants a professor to help them. Others who had the problem yet never complained.
- This student says that in his Math 81 class the instructor does not want to take time to help or assist the students.

Question: How can the College help the student?
- If everyone was on the same page at the same time. Students could go to another class to pick up the materials they missed.
- Math instructors should all be on the same page. They should be consistent in the materials presented.
- There is a misconception with the numbering of the math courses.
- Any one teaching should go through orientation

- When students are absent from class, there should be communication between student and instructor. Professor keeps open communication with her students.
- Student says Blackboard connection is very important for communication.
- Connecting with student to student is very important.
- Student says Professor is passionate about teaching.
- Instructor's support of student has motivated the student.
- If a professor is out sick, a student should not have to withdrawal from the class. Students worked in group when the instructor was not there. Students did not go to the department chair. Did not know to do that. Students waited to be reinstated into the course. Students want hands on support.

Student Question:

- What happens to evaluate professors?

    - Student evaluates the professor
    - Student can go to Student life for a grievance hearing

Appendix E. 2

Report from Student Focus Group on Developmental Writing

The focus group met in the late afternoon of December 3, 2009 in the third floor lounge area of the Bard Building. Three students showed up to discuss developmental education. None of them were in reading classes.

- One student is currently in ENG 101 because he was moved up on the strength of his writing sample. He is feeling shaky about his writing and wishes he had remained in ENG 82.
- One student is in a class, which the instructor more or less abandoned. After nearly a month of no instructor, her class had to learn the ways of a new instructor and to work very quickly to complete all requirements. Understandably, most of her comments pertained to that situation.
- The third student is also in ENG 82. He is perhaps the only one with a "normal" experience.
- Students feel that the text is appropriate and helpful.
- They were lukewarm about tutors, but they think it might have been useful to have a tutor in the classroom about once every other week. They pointed out that busy schedules make it difficult to go to the tutoring lab.
- They feel that instructors sometimes approach them on too high a level when it comes to vocabulary.
- They would like instructors to remember that many of them test directly into ENG 82 and do not know some of the material covered at the 81 level.
- They pointed out that not all students learn the same way.
- When asked if they feel prepared, they said yes. They had no suggestions for changes in the program, but they would like to see instructors enforce courtesy and respect.
- I asked why some students leave in mid-semester. The response: Some feel there is too much pressure, some think that what they are doing here is a waste of their time, some get too discouraged when they see a couple of failing grades.
- I asked why others stay. The response: They are serious about getting an education.
- One student will not be back next year because he has a job offer in Pennsylvania.
- The perennial topic of financial aid payouts arose. These students think that if payouts were delayed or if payouts were done half at mid-term and half at the end of the semester, more students might stay.

My recommendations based on their comments:

- Do a required instructor workshop on accommodating different learning styles.
- Have tutors come into the classroom from time to time.
- Have someone from Student Success Center come in early in the semester to talk to students about how to learn from failing grades.

In addition to discussing developmental writing, some students wished to comment on developmental math. They made the following observations, which I passed on to Professor Del Castillo:

1. Two students felt that if they had taken the Accuplacer review, they would have tested into a higher math class. One said she did not take it because she did not know it was available. The other thought he did not need it. Neither knew that they could re-take the Accuplacer before registering.
2. All students have a concern about Course Compass. It appears that work on Course Compass is assigned as homework, not as class work. However, it is not available without special passwords, so the students cannot do the work at home. They said it is not accessible in the open computer labs, either. As a result, they tend to complete assignments in spare moments in class. One student pointed out that not all students have home computers, and among those who do have computers, not all have Internet access. They do however; think that Course Compass is a good program with good examples.
3. Two students said that math class is boring because the teachers do nothing except lecture and then give individual bookwork. I get the impression that they would like more variety including a chance to move around. I have no idea whether this situation is common or not.

Appendix E. 3

BCCC DEVELOPMENTAL EDUCATION TASK FORCE
FALL 2009 STUDENT FOCUS GROUPS SUMMARY REPORT FOR MATH
DEPARTMENT

Submitted on January 13, 2010 by the Developmental Math Working Group

Flyers were posted around the campus and distributed to students along with class announcement. Sixty-one students registered and gave consent to participate. Moderators were charged with contacting the students to remind them of the date, time, and location of the focus group sessions. In spite of our best efforts, only 19 students completed the survey questions. One reason for the low turn-out was the fact that we scheduled the focus sessions so close to the end of the semester and most students were preparing for the final exam. Nevertheless, the data collected gives us good insight regarding the perception of our students and developmental math courses, support services, and instruction. The data collected will be used as part of the input for assessing developmental education programming needs and developing goals and visions for the future. Following is a summary of the data collected from the student focus groups.

❖ RELEVANCE OF THE DEVELOPMENTAL MATH COURSES TO STUDENTS

- Do you find this course relevant? 17 Yes or 2 No

- In what way or why not?
  - Helps me remember things I've forgot
  - Helps me manage my money
  - Math plays a big role in nursing
  - Helps me function in everyday life
  - Helps me learn the basics so I can go to the next level
  - Math applies to lots of things such as building a home

❖ THE ROLE OF COURSE COMPASS
- Are you using Course Compass? 19 Yes   0 No
- Do you feel it helps you? 17 Yes 2 No
- What do you like and/or dislike about it?
  - Like the view an example feature
  - I find it very appropriate
  - Allows me to self-correct
  - I like how it gives examples and helps you solve problems
  - It's very easy
  - Allows me to work on my own at my own pace before the due date
  - The videos show where my weaknesses are
  - Can go back to certain subjects to get better understanding
  - I like everything about it

- o I like how it breaks down information
- o It acts up…stops working sometimes
- o I don't like how it marks my answers wrong because of technical mistakes
- o Getting away from paper; it explains each step
- o I like that it teaches you the problem step-by-step
- o I like using it for homework…I find it very helpful

❖ What else do you use Course Compass for other than homework and quizzes?
- o Chapter study; as a reference, to review assignments
- o Study guide for tests along with textbook, practice
- o I use the tutor video, helps me study

❖ Where do you do most of your Course Compass activities
- o <u>14</u> Home <u>5</u> Math Learning Center <u>3</u> Other (Work, Disabilities Office)

➢ APPROPRIATE PLACEMENT IN DEVELOPMENTAL COURSES
- o How many times have you taken the Accuplacer? <u>14</u> Once <u>5</u> Twice
- o Did you take a review session before taking the Accuplacer? <u>5 </u>Yes <u>14</u> No
- o Do you find your placement into your math course appropriate? <u>16</u> Yes <u>13</u> No
- o If you took and passed a lower level developmental math course, did it adequately prepare you for your current math course? <u>12</u> Yes or <u>5</u> No <u>2</u> N/A
- o What semester did you take the previous course and where? 1 Fall 2009 <u>3</u> Summer 2009   <u>3</u> Spring 2009

➢ STANDARDS OR LEVEL OF RIGOR DEMANDED BY THE COURSE
- Do you feel you are challenged in your math class? <u>15 </u>Yes <u>14</u> No
- Is your Math class too easy, too hard, or just right? <u>3 </u>too easy   <u>9 </u>too hard <u>7 </u> just right

➢ FEELINGS ABOUT THE TEXTBOOK

❖ What are your feelings about your math textbook and why?
- I'm upset because I paid so much money for MyMathLab and textbook and did not use MyMathLab
- Too big but has good information
- The textbook is helpful when I don't understand
- It's too heavy and needs to show more examples
- Helpful with Course Compass
- Textbook needs to be broken down better
- I don't like it because it doesn't explain the process to me
- Very good…but need to come up with more friendly books
- The cost is too high but it can be used for two semesters

- Good book but could be more step-by-step for those who are math challenged
❖ Do you find the material explained clearly? <u>13 </u>Yes or <u>6 </u>No
  - Does the textbook help you understand the topics covered in class better?
  - I hardly use it
  - Yes   <u>4 </u>No   <u>4 </u>Somewhat

➢ MATH SUPPORT SERVICES (I.E., MATH LAB AND TUTORING)

  - Are you using math tutoring services? <u>17 </u>Yes or <u>2 </u>No
  - Which ones (List all of the tutorial places on both campuses)?
  - <u>17 </u>Liberty Campus <u>2 </u>Disabilities Support Office
  - Do you find them helpful? <u>18 </u>Yes or <u>1 </u>No
  - How are they helpful?
  - Very helpful
  - It needs to be given in class, especially for those who don't know that there's tutoring services

  - How often do you visit the tutoring center? 2-3 time per week

  - Do you use your professor's office hours for tutoring? If yes, how often? If not, why not? <u>6 </u>Yes <u>9 </u>No <u>2 </u>Sometimes
  - I don't feel comfortable enough with my professor in order to do so
  - Office hours are not convenient with my schedule
  - I meet with my professor after class

  - Are you using any other resources besides tutoring and Course Compass?
  - Yes, my children
  - Math TV, Internet Sites
  - Friends that have had the course or know math
  - LENGTH AND TIME OF CLASSES
  - How do you feel about the schedule for your math section in terms of length, time, and frequency of classes?
  - Okay
  - Too long
  - I like it 3 times a week so the class time is not as long

➢ PERCEPTION OF DEVELOPMENTAL MATH COURSES
  - What factors are leading to your success in your math course?
  - Have to study
  - Professor, textbook and Course Compass
  - Self-determination, good teachers and tutors
  - Working with tutors and friends
  - Constant studying
  - What are the main obstacles (if any) to your success in your math class?

- Doing algebra for the first time
- Remembering all the formulas and process of solving math equations
- My health and time (too fast pace!)

- What do you like and/or dislike about your math course?
- Moves fast sometimes to next topic
- It's quite hard at times due to my age and where I am in life
  - Can't understand my teacher

- What efforts could you undertake to improve your success in your math class?
- Get more tutoring and maybe more support from the math department
- Spend more time in class—not miss so much class time
- Study harder
- Being able to take final on Course Compass
- Hire a tutor

- Is your math course being taught at an appropriately high standard? 13 **Yes** 3 **No**

- Are you motivated by the possibility of exemption from the final exam? Is it affecting the efforts you are giving to the class? 16 **Yes** 3 **No**

- ❖ Do you have any suggestions for the improvement of you math course or developmental math courses in general?
  - Maybe the instructors should suggest from day one how you can get help if needed
  - Fewer homework problems - practice questions on Course Compass for new topics (at most 5) with the additional learning aids
  - If we use Course Compass for 16 weeks we should be able to use it for the final exam
  - We should be able to use our notes for the final exam
  - From day one give information about the Math Lab and how you can get help
  - Teachers need to learn behavior management especially with younger students
  - More hands-on learning with projects

Appendix E. 4

English Language Institute Focus Group Results/ December 1, 2009

(14 daytime students, all at ELI 81 or 82 levels, all returning students)

Reason for ELI study

- To improve my grammar skills, writing skills; they helped me
- Listening and Presentation class helped me outside school speak with other people more fluently
- Good quality professors in ELI; if you have problems, they help you
- When I studied in my country I had no chance to continue in university

Did last semester's classes prepare you well for this semester?

- Yes, really. When I was in high school, just write and write; the teacher never explained. In ELI, they know we pay, they're patient and helpful. Teachers showed me how to organize.
- Problem: 80-level Grammar is 6 hrs/wk but 81-level Grammar is 3 hrs/wk; it was easy, but now it's hard for me
- Vocabulary and writing classes prepared me to do better in writing
- It's my 2nd semester here, now I do much better than previous one. I did not understand the system; it's very different in my country, e.g., late assignments are accepted. I lost a lot of points (lacking knowledge of expectations).

Does class scheduling help you be successful?

- Early registration is only for returning students, take Tues/Thurs (only) courses
- With 3 classes in a row, can concentrate. Make schedules for groups
- 2 days of class is hard, a lot of homework, final exams same day, separate is better
- Schedule is very flexible (good); in other programs, e.g., College of Notre Dame and UMBC, have classes 6 days per week, 8 am-4 pm
- If you come 3-4 days, it's good. Not everyone has same schedule.
- You can choose own schedule, you can study at home, be independent and have fun. I learned more at BCCC than UMBC
- Intensive program: not so much time to work on lessons, takes time to focus on studies
- Now I can speak, I'm doing well in my quizzes

How are you doing in your classes? What factors lead to your success?

- I'm very good in my program. We have a good teacher and a good strategy.

- They use game to make us understand. Everybody is involved.
- I like when we do presentations: you're not going to be afraid; I have to prepare my material and not be afraid. In college I'm going to have to do a lot of presentations.
- Most classmates agree we have a big progress to write. I like that our teacher tries to find different activities. Sometimes we speak very well.
- Mrs. P. very good teacher, her only default is sometimes you cannot understand in class. She doesn't want to come back on same thing. Only sends us to book. If I come to class, I want to learn something. "Sorry, we already moved (on)." She has to understand the situation of each student, some have ability to understand quickly, and some doesn't.
- I disagree. What she says is very clear. She always gives recommendation. We can be responsible for ourselves, not use teacher for everything, prepare by you. You go to college, teacher not going to do this and this. She meets with you and explains. Be independent.

Are you able to go to every class? If not, why not? Can college make it easier for you to attend class?

- Missed one class because very sick.
- Suggestion: Teachers accept students if 15 minutes late.
- Suggestion: Teachers allow make-up quizzes.
- Teacher says you have to bring proof (if absent), not possible if accident
- Suggestion: If you explain situation, teacher gives you another chance
- If you miss 1-2 quizzes, not a big problem- extra quizzes
- Put assignments on Blackboard, e.g., write a paragraph using modals
- Suggestion: Have emergency number to call if you're sick
- Teachers should try to understand, MTA closed bus in front of me

Your experience with registration and Student Accounting

- When I did my registration after 2 months they still sending me a bill of $20. Mr. H. sent me to Accounting office. Gentleman explained bill. I paid. Bill sent 6 times! Ms. B. called one lady and it's OK.

Pace of your classes

- Fast: High Int (81-level) teacher thinks they have to be fast, take notes
- Every teacher teaches differently, some fast, some slow.
- Sometimes teacher asks "Am I going too fast?" Say: "You have to be sure you understand."
- Everything's OK, not fast, not slow.

- Teacher asks each student "Do you understand?" each has the opportunity to answer; for me, good.
- Grammar class, nice.

Are your teachers interested in your success?

- Vocabulary and Grammar: both teachers are very interested in our success.
- When we're doing well, they encourage you. When we do badly, they're mad.

Are you supported as an ELI student? Part of a community?

- I don't feel I'm in a community. People from same country stay together., speak their language. First time to see a Russian be friend with another. I'm so glad about it.
- Basically, we see each other 2x/wk; need to have opportunity to communicate with each other, like it is right now (focus group).
- Suggestion: Organize some kind of event, e.g., monthly birthdays, holidays, e.g., All Nations Day: that was great, we can dance
- Suggestion: (Have students) talk in English when they enter the building. Punishment (if they don't)- minus 5 points
- Teacher has them meet and talk before class at 7:30 at Panera Bread
- Get to know each other, meet and go to a museum, it's free and you can learn something. Saturday or Sunday

Does the ESL Advisor help you with your college plans?

- She helps us a lot, she's very flexible, she makes you comfortable, she encourages you. She's friendly.
- She talks with me like mother and son.
- Electrician: I would love to know what I could do after the program- is she able to propose another college?
- She helps only about general programs. I don't know what to decide without details.
- Suggestion: Organize (more) meetings with professors. Explain what the next step is.

Are you comfortable using Blackboard?

- Yes, check announcements early in the morning before you come to school.
- Do your assignments; check your grades all the time.
- Accuplacer Math practice is very helpful.

How are your textbooks?

- Catalyst (ELI 81W book): one of the best books I've ever used.
- Interesting topics, e.g., discrimination.
- Grammar is good.
- Fluency is very good.

Comment on homework.

- A lot of homework. Can't complete it all the time.
- Not enough time. Coming to school 2 days, working 5 days.
- I have time to complete those exercises that the teacher will check.
- Suggestion: If student can't bring it the first day, give a 2nd chance.

How does BCCC compare to other college where you've studied before?

- First of all, BCCC is cheap. They do have a good payment plan. That gives you a chance to study. At another school, you're out-of-status without full payment.
- At College of Notre Dame, they organize different events for students.
- Some friends at CCBC, they're international students but didn't have to study ESL, say "Why are you wasting your time?" But, when they have to write papers for their majors, they copy information and put it together to look like something: here we learn how to write.

Would you take advantage of tutoring if we offered it?

- Yes, if you miss class, must know the stuff, stay a little bit, learn to do it.
- Some can talk better; understand better if it's just you (one-to-one help).

What's the most important information for us to share with new ELI students?

- Bring everything on time, you won't have another opportunity later (no late assignments)
- (Avoid) plagiarism: document information, use your own words. Now, when I'm writing I'm surprised, I can do it!
- Self-confidence: Try to do your best each time.
- Never give up. I try my best, whatever I can do. Take it again and do better.
- Sometimes you can understand a friend better than a teacher (peer assistance).
- Introduce us to college system: pre-requisites, registration, etc. College is different than ELI program. Advisors should tell us briefly.
- Some programs are similar, e.g., in Computer Information Systems. I don't know the difference between (them), can't know unless I talk to someone about it.

- Add new majors, e.g., Geology
- Strategy is very helpful. I've learned a lot in 8 months.
- Expectation of something new next semester, e.g., Fast Track ELI 82/BIO 102, it's boring to study just English.

Appendix F

Baltimore City Community College

SAMPLE Developmental Education Program Coordinator Job Description[4]

This is a <u>reassigned faculty position</u> (release time to be determined) that reports to Dean, Academic Support and Learning Resources. Faculty will maintain faculty status. This is a 2-year appointment; however, if both parties agree contract can be extended. **Note:** Suggest that for the first semester and/or the first year the faculty member serving as the Program Coordinator is released from 9 – 12 credit class load, this will allow appropriate time to establish and develop implementation plan for all components of development education program.

1. Co-Chair the Developmental Education Committee, providing leadership and coordination for the developmental education program with primary emphasis on curriculum, faculty development and student support.
2. Regularly review and assess developmental education goals and ensure alignment with program mission, philosophy and values. Support the vision of institutional preparedness that seeks to serve students who enter the college underprepared throughout their academic career at the college.
3. Maintain on-going, systematic assessment of the developmental education program including direct, indirect and qualitative measures.
    • Work with the Office of Institutional Research to maintain a comprehensive research plan to monitor student success and achievement.
    • Provide support and training for English, reading and math faculty program coordinators who are facilitating teaching communities/assessment efforts.
4. Serve as a liaison to Student Success Center activities and programs related to services to developmental education.
5. Serve as a liaison to other campus committees/units with direct impact on students enrolled in developmental courses, e.g. matriculation. Connect with and support other efforts on campus that serve initially underprepared students as they progress toward their academic/occupational goal, e.g. tutoring, learning communities, supplemental instruction, etc.
6. Write annual reports on the work of the Developmental Education Committee, documenting the committee's work and any assessments/research completed. Follow through on action plans/recommendations made to the college community as a result of formative and summative evaluations.
7. Stay current with the field of developmental education through professional publications, conference attendance, seminars, etc.

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[4] Modified based on Los Medanos College Job Description

Appendix G

Achieving the Dream College – Bunker Hill Community College

Background

Bunker Hill Community College (BHCC) is an open-access, multi-campus, urban institution located in the Boston metropolitan area. BHCC serves more than 8,800 students representing a diversity of racial and ethnic backgrounds. More than 60 percent are students of color, and international students hail from more than 90 countries. Additionally, 45 percent of students are the first in their family to attend college.

BHCC is committed to providing opportunities for students to achieve their professional and personal goals. The College offers associate degrees and certificates in a broad array of programs, including arts and sciences, health professions, and career and technical fields. The College offers developmental studies, ESL instruction, distance learning, self-directed learning, an honors program and learning communities. The courses and programs are designed to prepare students for the workforce or to transfer to baccalaureate institutions.

The Engaged Campus-Learning Communities for Academic and Student Success. In 2006 BHCC was awarded $1.9 million Title III grant to strength student success. The funding was supplemented and extended by Achieving the Dream school status, which focused on a college-wide effort to reshape the teaching and learning environment at the college. In 2008, the College began to implement three levels of learning communities to deepen the level of student engagement: The Learning Communities are the cornerstone of reform and include academic rigor with student support including fostering community (connections) and skill building. 1) Learning Community Seminar 2) Learning Community Clusters 3) Common Interest Communities.

Achieving the Dream Interventions

Learning Community Seminar

Beginning fall 2009, the Learning Community Seminar is required for first-time, full-time students pursuing an Associates in Arts degree, with this requirement extending to first-time, full-time student pursuing an Associate in Science degree in fall 2010.

- In 2008-2009 471 Students enrolled in 33 Learning Community Seminars sections.
- The fall-to-spring retention rate of students in fall 2008 Learning Community Seminars was 73 percent.

Learning Community Clusters

- Enable students to take two or more courses together, learn, and study with the same group of students.
- In Clusters, faculty members plan their courses together around common themes and design joint field activities and team projects.
- Students in Clusters get to know fellow students and teachers, learn in a supportive environment, and see the connections among the different courses they are taking.

Results

- In 2008-2009, 456 students enrolled in 27 Learning Community Clusters.
- The fall-to-spring retention rate of students in fall 2008 Learning Community Clusters was 79 percent.

Common Interest Communities

- Bring together students with a common academic goal, career aspirations, or interest for structured learning experience outside of the traditional classroom.
- Students in Common Interest Communities have the opportunity to hear from guest speakers, participate in field activities and group projects and connect with their peers, faculty and staff.
- During the 2008-2009 academic, 68 students participated in six Common Interest Communities. The fall-to-spring retention rate of students in fall 2008 Common Interest Communities was 88 percent.

Results

- In 2008 at BHCC, 52 faculty and 853 students participated in at least one Learning Community Seminar, Learning Community Cluster or Common Interest Community.
- Learning community participants had a retention rate of 78 percent, compared to a 69 percent retention rate for all BHCC students

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